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ABSTRACT

Criterion-referenced tests were used to measure basic skills and competencies in mathematics, reading, and writing in Texas. Results reported on 433,520 students in grades 5 and 9 who took the Texas Assessment of Basic Skills (TABS) in 1980. Ninth graders were tested on competencies and proficiency levels expected to be mastered by students in grade 12. All students were asked to write an actual composition on an assigned topic. Fifth graders wrote a descriptive composition, while ninth graders wrote a composition recommending a course of action and offering persuasive reasons to support that recommendation. Results were reported as percent of students mastering the TABS objectives and indicated: (1) performance was generally high in addition and subtraction of whole numbers, interpretation of graphs and charts, following written directions, use of indexes and reference skills, handwriting, capitalization, spelling, use of commonly used forms, and sentence structure and (2) performance was generally low in solving certain types of word problems involving application to the real world, distinguishing between fact and non-fact, drawing conclusions from material read, identifying the main idea of a passage, arranging events in sequence, punctuation, and correct English usage. (RL)

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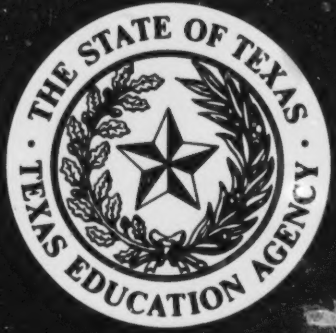

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Texas Education Agency
201 East 11th Street
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Texas Education Agency

- STATE BOARD OF EDUCATION
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- STATE DEPARTMENT OF EDUCATION

201 East Eleventh Street
Austin, Texas
78701

November, 1980

TO THE HONORABLE GOVERNOR OF TEXAS AND
MEMBERS OF THE SIXTY-SEVENTH LEGISLATURE:

In accordance with Chapter 16, Section 176(e), *Texas Education Code,* the enclosed report "Texas Assessment of Basic Skills, Statewide and Regional Results" is respectfully submitted for your consideration. This report was reviewed by the Committee on Priorities, Accountability, and Accreditation of the State Board of Education at their October 11, 1980 meeting.

It should be noted that the State Board of Education at their September 13, 1980 meeting, officially reaffirmed as a top priority, that competence in mathematics, reading, and writing is a fundamental aim of elementary and secondary education. In addition, the State Board adopted the following long-range (multi-year) objectives:

1. Consistent with the Goals for Public School Education in Texas, students completing high school will demonstrate the attainment of the essential knowledge, skills, and competencies in mathematics, reading, and writing (composition):
    - By 1983, 85 percent of students completing high school will demonstrate minimum exit level mastery of the essential mathematics objectives as measured by the Texas Assessment of Basic Skills.
    - By 1983, 85 percent of students completing high school will demonstrate minimum exit level mastery of the essential reading objectives as measured by the Texas Assessment of Basic Skills.
    - By 1985, 85 percent of students completing high school will demonstrate minimum exit level mastery of the essential writing objectives on the Texas Assessment of Basic Skills.
2. By 1983, elementary and secondary schools in Texas will have in operation instructional programs capable of producing essential levels of student competencies in mathematics, reading, and writing (composition). Schools will have identified weaknesses in mathematics, reading, and writing programs and implemented changes to eliminate the weaknesses.
3. School districts will have available proven program alternatives, sufficient competent personnel, and adequate financial resources to operate effective instructional programs in mathematics, reading, and writing (composition).

The State Board of Education has, in this manner, expressed support for the continuation of the TABS program at the third, fifth, and ninth grade levels. Their budget request to the Legislative Budget Board proposes that the per pupil allocation be increased from the current $44 per eligible pupil to $52 per eligible pupil. In addition, the State Board has requested that the development and administration of the test be treated as a separate line item within the Texas Education Agency budget and be funded in the amount of $4.25 million dollars for the 1982-83 Biennium.

The Central Education Agency will be happy to provide further information, upon request, to the Governor or any member of the Legislature.

Respectfully submitted,

Alton O Bowen

Alton O. Bowen
Commissioner of Education

TEXAS EDUCATION AGENCY

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EXECUTIVE SUMMARY

Executive Summary

The Sixty-Sixth Legislature (1979) passed into law Senate Bill 350 which amended Section 16.176 of the Texas Education Code to provide support for educationally disadvantaged children. Beginning with the 1979-80 school year, the Central Education Agency was mandated with adopting and administering appropriate criterion-referenced assessment instruments designed to assess minimum basic skills competencies in reading, writing, and mathematics for all pupils at the fifth grade level.

The Agency was also charged by law with adopting and administering an exit level assessment instrument for all ninth grade pupils which would assess minimum competencies in mathematics and English language arts deemed appropriate for a high school graduate. All ninth grade students who failed to demonstrate mastery of the minimum level competencies must be given the opportunity to retake the test each year that it is administered. Students who have a physical or mental impairment or a learning disability may be exempted from the test.

Test construction for the Texas Assessment of Basic Skills (TABS) was completed during the last six months of 1979. In February and March, 1980, tests were administered to 433,520 students in grades five and nine. This represents 98 percent of the total number eligible for testing.

Funding

Educationally disadvantaged pupils are defined by law as those who are eligible for the free and reduced lunch program under the provisions of the national school lunch program. Each district which received aid under this program is eligible to receive an allotment of $44 for each eligible pupil enrolled. Each school district is required to utilize the student performance data Texas Assessment of Basic Skills Test (TABS) and use these funds to design and implement appropriate compensatory instructional services for students in the districts' schools.

For the current biennium no separate appropriation was made for the development of the test. The cost was $1.60 per pupil for the 1980 school year and was deducted from the $44 per pupil allocation.

Test Security

Section 16.176(d), specifies that security of the test instruments be insured. The requirement for strict security of test items and instruments was emphasized throughout all phases of development and administration. Detailed instructions for administration and test security were communicated both through workshops and printed materials.

A unique number was assigned to each test booklet.

Booklets were assigned to schools by number, counted prior to shipment, and the numbers recorded. After completion of testing in March of 1980, the schools returned both the used and unused test booklets to a central location where they were again counted. Discrepancies, if any, were resolved and the test booklets were destroyed by shredding. Superintendents certified that test security was maintained within each district.

Test Reporting

The results of these tests are confidential and may be made available only to the students, the student's parent or guardian, and to the school personnel directly involved with the student's educational program. Overall student performance is mandated to be aggregated by campus and district and made available to the public, with appropriate interpretation, at a regularly scheduled meeting of the local board of trustees. This information may not contain the name of the student or the teacher. The confidential individual student reports and the aggregation of student performance by campus and district were provided to every district during April, 1980.

Summary of Statewide TABS Testing—Grade Five

Fifth grade students were tested on competencies appropriate for their grade level. A mastery level was set for each objective. To demonstrate mastery of an objective, a student must have correctly answered at least three of the four test items for the objective. The performance standard was set by the State Board of Education. Assessment results were reported as the percentages of students demonstrating mastery of each objective. Specifically by competency area, the summary of fifth grade test results is as follows:

Mathematics (Figure 1, page 14): Twelve objectives were measured. On three of these objectives, the percentages of fifth grade students attaining mastery was at or near 85 percent. Seventy percent or more showed mastery of an additional five objectives. However, on four objectives, the percentages of fifth graders exhibiting mastery was below 69 percent.

Reading (Figure 2, page 15): Eleven objectives were measured. The overall performance of fifth graders on reading objectives was somewhat similar to their performance on mathematics. Mastery was achieved above 85 percent on one objective and only slightly below 85 percent (1 to 3 points) on three. More than 70 percent of the students demonstrated mastery of an additional two. On the remaining five objectives, the performance of fifth graders was below 70 percent.

Writing (Figure 3, page 16): There were nine objectives measured. Fifth graders performed particularly well on three objectives measured by a writing sample (composition) with approximately 95 percent attaining a high rating. This sample tested the ability to organize ideas and to respond appropriately to a particular purpose and audience in a given writing situation. More than 85 percent of those tested achieved mastery on three of six objectives measured by multiple choice items. Achievement below this level occurred on three objectives.

Summary of Statewide TABS Testing—Grade Nine

Ninth graders were tested, in accordance with law (*T.E.C.* 16.175(c)) on competencies that students are expected to acquire prior to leaving high school at the completion of grade twelve. As in the fifth grade, to demonstrate mastery of an objective, a student must have correctly answered at least three of the four test items for the objective.

In addition, a mastery level was established for each of the three total tests. For both the mathematics and reading tests, in order to demonstrate a total test mastery, students had to correctly answer at least 30 of the 44 test items appearing on each of the tests. To demonstrate mastery in the writing test, a student was required to correctly answer at least 15 of 24 multiple choice test items and to produce a writing sample (composition) that would earn a mid-point rating of two on a scale of zero to four.

These performance standards were set by the State Board of Education. Assessment results were reported as the percentages of students showing mastery of each objective and as the percentages of students showing mastery of each of the three total tests. Specifically, by competency area, the summary of ninth grade test results is as follows:

Mathematics (figure 13, page 38): Eleven objectives were measured at the exit level. The percentage of students exhibiting mastery of two of the objectives exceeded the 85 percent level and more than 70 percent of the ninth graders attained mastery on five additional objectives For the remaining four mathematics objectives, the percentages of ninth grade students attaining mastery ranged from a high of 61 percent to a low of 44 percent. Seventy percent of the ninth grade students achieved mastery of the total exit level mathematics test.

Reading (Figure 14, page 39): Eleven exit level objectives were measured. Eighty-five percent or more of the students demonstrated mastery of two objectives and 72 percent or more showed mastery of an additional five objectives. On the remaining objectives, the mastery percentages attained were below 72 percent. Seventy percent of the ninth graders mastered the total reading test.

Writing (Figure 15, page 40): Nine objectives were measured at the exit level. The percentage of students demonstrating mastery of exit-level writing objectives exceeded the 85 percent on two objectives and were only slightly below (one to three points) on three others. The mastery percentages attained by ninth graders were 67 percent or below on four objectives. Fifty-nine percent of the ninth grade students achieved mastery of the total exit level writing test.

A total of 218,601 ninth grade students were tested in 1980. Approximately 118,000 students (54 percent) failed to show mastery on at least one of the three exit level tests; and will be given the opportunity to retake the assessment instrument each year it is administered.

TABS for the Third Grade

The law requires that the Central Education Agency adopt and administer the appropriate criterion-referenced assessment instruments designed to test basic skills competencies among all students at the third grade level. Tests have been developed in the areas of reading, mathematics, and writing and are in the process of being formatted. They will be administered to the third grade students in February at the same time the fifth, ninth, and ninth grade retakes are given.

To demonstrate mastery of an objective, a third grade student must correctly answer at least three of the four test items for the objective. This performance standard was set by the State Board of Education. Assessment results will be reported as the percentage of students showing mastery of each objective.

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SECTION I

TEXAS ASSESSMENT OF BASIC SKILLS: AN OVERVIEW

The Texas Assessment of Basic Skills (TABS) is an annual assessment of student achievement in mathematics, reading, and writing (composition). It is designed to provide information for use by superintendents, curriculum specialists, principals, counselors, and teachers in raising student achievement levels in these three curriculum areas. During the early spring of the 1979-80 school year criterion-referenced tests based upon learner objectives considered essential for all Texas students were administered to more than 433,000 fifth and ninth grade students in Texas public schools.

Background

TABS was developed in response to several directives. The State Board of Education has the responsibility under Texas law to "review periodically the education needs of the state, adopt or promote plans for meeting these needs, and evaluate the achievement of the educational programs." School districts are required to conduct a documented assessment of student achievement as part of the accreditation planning process. More recently, Senate Bill 350, passed by the 66th Texas Legislature, amended Section 16.176 of the Texas Education Code to read:

> "Beginning with the 1979-1980 school year, and each year thereafter, the Central Education Agency [Texas Education Agency] shall adopt and administer appropriate criterion-referenced assessment instruments designed to assess minimum basic skills competencies in reading, writing, and mathematics . . ."

In compliance with this directive, committees of Texas educators, including teachers, principals, curriculum specialists, education service center staff members and university professors, were convened in Austin to work with the Texas Education Agency in reviewing and refining mathematics and reading objectives and measurement specifications necessary for construction of criterion-referenced test instruments. Essential objectives for mathematics and reading were developed in 1975 as the result of a series of public hearings held in each of the 20 education service centers. The writing objectives were developed during the summer and early fall of 1979 by a special committee of Texas Education Agency and school district specialists from across the state. Educational Testing Service of Princeton, New Jersey collaborated with the committee in the development of objective specifications for measurement purposes.

In addition, previously developed mid-point (approximately grade six) and exit level (high school completion) test items for mathematics and reading were reviewed to determine their appropriateness for the Texas Assessment of Basic Skills. The mid-point level test items were found to be inappropriate for fifth grade students because a number of the concepts measured in both mathematics and reading were too advanced to be considered minimum competencies for fifth graders. Since criterion-referenced tests for writing had not been previously developed, new tests were required for each of the three curriculum areas to be tested in the fifth grade.

Existing exit level tests in mathematics and reading which were developed under a contract with Educational Testing Service (ETS) for the Texas Assessment Project (TAP) in 1978 were reviewed and found to meet all of the requirements established for TABS. Further developmental action was therefore not required for these two exit level tests. However, criterion-referenced items were not available for the exit level writing test.

A contract was negotiated with Educational Testing Service in September of 1979 for the development of tests to assess mathematics, reading, and writing in the fifth grade, and writing in the ninth grade according to the objectives and specifications provided by the Agency. A requirement to develop writing prompts or stimuli necessary for obtaining samples of students' writing (written composition) was a part of this contract. Developmental work on the TABS tests, including extensive field testing, was completed during the fall and early winter of 1979-1980.

Measurement Instruments

For both the fifth grade and exit level, the TABS instruments assessed three curricular areas: mathematics, reading, and writing. The tests measured minimum competencies that all students are expected to master.

As specified in the Texas Education Code (TEC), the exit level tests were administered to ninth graders. This early identification of achievement deficiencies provides time for effective instruction to take place prior to each student's graduation from high school. All ninth grade students not demonstrating mastery of minimum exit level competencies "shall be given the opportunity to retake the assessment instrument each year the assessment instrument is administered" (TEC Section 16.176).

The law specifically requires the use of criterion-referenced tests (CRT), i.e., tests that relate test items to specific objectives which a student is expected to have mastered. On a CRT a student's performance on each objective is measured. Except for those objectives measured by a written composition sample, each objective on the TABS tests was measured by four multiple-choice test items.

Both the fifth and ninth grade writing tests contained a requirement for each student to produce a sample of his or her writing (a composition). These compositions were used to measure three writing objectives.

Basic Skills Objectives

The objectives measured by the Texas Assessment of Basic Skills tests for both the fifth grade and exit level represent a relatively small portion of the many skills that students should acquire during their years in the Texas public schools. These objectives were identified for measurement with careful consideration of the mandated requirement to assess "minimum basic skills competencies. . . ." Thirty-two objectives were tested at the fifth grade and thirty-one were tested at the ninth. The TABS objectives for each grade and subject are stated in the following paragraphs. Several of these objectives have been paraphrased and/or abbreviated on the tables and figures in this report.

Mathematics

Fifth grade students were tested on 12 mathematics objectives by 48 multiple-choice items. Ninth graders were tested on 11 objectives with 44 multiple-choice items.

Mathematics objectives measured by the TABS tests

Grade 5

1. Identify by name geometric terms and figures.
2. Demonstrate the ability to interpret place value.
3. Add a column of numbers where regrouping is required.
4. Perform subtraction using whole numbers with regrouping.
5. Multiply a whole number less than 1,000 by a whole number less than 100 where regrouping is necessary.
6. Find a quotient with or without remainders.
7. Solve word problems involving addition and/or subtraction using whole numbers and/or decimals involving money.
8. Solve word problems involving multiplication and division of whole numbers.
9. Select the unit of measurement needed to determine weight/mass, liquid volume, length, temperature, time.
10. Read and interpret mathematical information displayed on graphs.
11. Use pictorial models to identify equivalent fractional parts of objects or sets of objects.
12. Arrange a group of whole numbers from largest to smallest or from smallest to largest.

Exit Level

1. Add and subtract whole numbers where regrouping is required.
2. Multiply and divide whole numbers.
3. Solve problems using the basic operations.
4. Add, subtract, and multiply fractions and mixed numbers.
5. Add or subtract, multiply, and divide decimal fractions.
6. Solve problems involving income, banking, cost comparisons, and taxes.
7. Determine total dollar amounts and/or correct change from a specified amount.
8. Use the basic operations to solve problems involving measures.
9. Solve problems involving ratios, proportions, and percents.
10. Use maps to determine approximate distances or locations.

11. Read and interpret mathematical information from a chart or graph.

Reading

The reading tests at both levels included 44 multiple-choice test questions measuring 11 objectives. Each objective was measured by four test items.

Reading objectives measured by the TABS tests

Grade 5

1. Identify the main idea.
2. Recall specific facts and details.
3. Arrange a list of events in sequential order.
4. Distinguish between fact and non-fact (opinion).
5. Draw logical conclusions.
6. Predict probable future actions or outcomes.
7. Use context to understand the meaning of words.
8. Use an index to locate information.
9. Use maps and charts, graphs and schedules to get information.
10. Follow a set of written directions.
11. Explain and relate to the feelings and emotions of characters.

Grade 9

1. Identify the main idea.
2. Arrange a list of events in sequence.
3. Perceive cause-and-effect relationship.
4. Evaluate and make judgments on the basis of information given.
5. Distinguish between fact and non-fact.
6. Make inferences and draw logical conclusions.
7. Arrive at a generalization from a given series of details and/or assumptions.
8. Follow written directions involving subordinate steps.
9. Use the various parts of a book as aids in locating information (e.g., title page, table of contents, preface, and index).
10. Use various sources as aids in locating information (e.g., dictionary, telephone book, encyclopedia, newspaper).
11. Use graphic sources to get information (e.g., tables and lists, charts and graphs, maps and globes, pictures and diagrams, scale drawings, transportation schedules).

Writing

The writing test for both the fifth grade and exit level consisted of six objectives measured by four test items each for a total of 24 multiple-choice items on each test. In addition, three objectives (numbers 7, 8, and 9) at each level were measured by a written composition.

Writing objectives measured by the TABS tests

Grade 5 and exit level

1. Demonstrate the correct spelling of commonly used words.
2. Demonstrate knowledge of standard punctuation.
3. Demonstrate knowledge of standard uses of capitalization.

4. Demonstrate knowledge of correct English usage.
5. Demonstrate the ability to control sentence structure.
6. Demonstrate the ability to complete commonly used forms.
7. Use legible handwriting for effective communication.
8. Organize ideas in writing.
9. Respond appropriately to purpose and audience in a given writing situation.

SECTION II

INTERPRETING THE SUMMARY REPORTS
STATEWIDE RESULTS

Performance Information

The statewide summary reports for grades five and nine contain two groups of data: (1) aggregations of student performance for the state, and (2) total numbers and percents of students according to demographic and program variables about which information was collected. (Refer to Tables I and II.) The objectives measured by the tests are listed by basic skills areas in Column I, as shown on both reports. The numbers of students tested varies among the three tests because of absences, invalidations, and exemptions. Columns II and III are labeled "Mastering" and indicate the number and percent, respectively, of the students mastering each objective. Column IV indicates the number of students not mastering each objective.

Predicted Norm-Referenced Test Percentile

The entry designated "Predicted NRT Percentile" in the lower portion of the mathematics and reading sections of the summary report for fifth grade shows a predicted percentile score on the California Achievement Test (CAT) 1977, Level 15C. This is the score that fifth grade students would probably have attained had the CAT been administered to all students. The NRT predictions are based upon a correlation study of the results of administering both the CAT and TABS tests to a representative sample of Texas fifth grade students. The purpose of these predicted NRT scores was to provide local school districts information useful for identifying educationally disadvantaged children and evaluating compensatory education programs. This study produced predicted NRT scores that are accurate and useful for reporting large group aggregate scores. However, decreasing reliability of the NRT predictions should be anticipated with smaller groups and for individuals. Because of possible inaccuracies in predicting individual student performance, and to reduce the already heavy burden placed on the schools by TABS testing, the Agency does not plan to collect the information for this type study during future TABS testing cycles.

Mastery Levels, Mathematics and Reading

On both the fifth grade and exit level tests, a mastery level was set for each objective. To master an objective, a student must have answered correctly at least three of the four test items for that objective. In addition, on the exit level (ninth grade) tests a mastery level was established for each of the three total tests. Mastery or non-mastery of each test is shown on the ninth grade summary report in the lower portion of each section and labeled "Total Mathematics," "Total Reading," and "Total Writing." For both mathematics and reading, students demonstrated mastery on the total test by correctly answering at least 30 of the 44 test items appearing on each of the tests. Mastery of the total writing test was computed by a different method which is described in the following paragraph.

Mastery Level, Writing

Both the fifth grade and exit level writing tests measured nine objectives. The first six objectives on both tests were measured by multiple-choice test items and scored in exactly the same fashion that mathematics and reading were scored, i.e., three of four test items correctly answered was required for mastery of each objective. The last three objectives on both tests: "handwriting," "organization of ideas," and "appropriate response for purpose and audience" were rated by trained writing scorers. The figures shown for these objectives are not percentages of students demonstrating mastery but are, instead, the percentages of students attaining the various ratings indicated. For the last two objectives, a rating of 2, 3, or 4 is regarded as desirable for grade five students and required for mastery of the exit level test. Mastery of the "handwriting" objective was attained by demonstrating legible writing. Both "acceptable" and "hard to read" met this criterion.

The total score for the exit level writing test was determined in the following manner:

1. The number of items correct on objectives 1 through 6 (measured by multiple-choice test items) was divided by 3 (rounded to the nearest number) to obtain a converted score.

2. The score (labeled "raw score") attained on the writing sample was multiplied by 4 to obtain a converted score.

3. Both converted scores were added together to obtain the total writing score. This particular method resulted in the writing composition accounting for approximately two-thirds of each student's total writing score.

4. To have met the mastery criterion for the writing test a student must have attained a total writing score of 13. In addition, at least 8 of the 13 points must have been attained on the written composition sample.

$$\text{Writing Points} = \frac{\text{Multiple-Choice Items Correct}}{3} + 4\begin{pmatrix}\text{Written}\\ \text{Composition}\\ \text{Raw Score}\end{pmatrix}$$

The general scoring method for the writing compositions for both the fifth and ninth grade students was "holistic." Scorers considered the "whole" paper when assigning a score but "focused" upon the objectives:

- organize ideas in writing
- respond appropriately to purpose and audience in a given writing situation.

Each student's paper was read independently by two scorers each of whom assigned a score of 0, 1, 2, 3, or 4. If the two assigned scores did not agree, a third reader scored the paper and an appropriate score was agreed upon. Appendix A contains the guides used for scoring student writing samples.

Demographic Information

The right half of each statewide summary report includes an aggregation of the demographic and program information collected about the students tested. Both actual numbers and percents are listed for each of the demographic and program categories. Each percent is that portion of the total number of answer documents processed for each of the variables listed. Students exempted, absent, or with invalidated answer sheets for all three tests are not included.

TABLE I

TEXAS ASSESSMENT OF BASIC SKILLS

SUMMARY REPORT

ALL-STUDENTS

GRADE 5

STATEWIDE

	I	II	III	IV
BASIC SKILLS AREAS	OBJECTIVES	MASTERING NUMBER	MASTERING PERCENT	NOT MASTERING NUMBER
MATHEMATICS	1. Geometric Terms, Figures	94804	45	117405
	2. Interpret Place Value	95861	45	116348
	3. Add Whole Numbers	181523	86	30686
	4. Subtract Whole Numbers	161252	76	50957
	5. Multiply Whole Numbers	149841	71	62368
	6. Divide Whole Numbers	150771	71	61438
	7. Solve Word Problems: +, -	162389	77	49820
	8. Solve Word Problems: ×, ÷	117513	55	94696
	9. Units of Measure	180996	85	31213
	10. Interpret Graphs	173427	82	38782
	11. Identify Equivalent Fractions	94290	44	117919
	12. Sequence Numbers	148980	70	63229
	STUDENTS TESTED: 212209 PREDICTED NRT PERCENTILE:		54	
READING	1. Identify Main Idea	111700	53	98956
	2. Recall Facts, Details	177797	84	32859
	3. Sequence Events	138657	66	71999
	4. Distinguish Fact, Non-fact	75805	36	134851
	5. Draw Conclusions	139317	66	71339
	6. Predict Outcomes	111154	53	99502
	7. Use Context Clues	182873	87	27783
	8. Use Index	173338	82	37318
	9. Use Maps, Charts	167869	80	42787
	10. Follow Written Directions	175357	83	35299
	11. Identify Character Feelings	151158	72	59498
	STUDENTS TESTED: 210656 PREDICTED NRT PERCENTILE:		53	
WRITING	1. Spelling	198795	94	12624
	2. Punctuation	132151	63	79268
	3. Capitalization	183255	87	28164
	4. Correct English Usage	144309	68	67110
	5. Sentence Structure	173732	82	37687
	6. Commonly Used Forms	190135	90	21284

WRITING SAMPLE

Handwriting

% Acceptable	% Hard to Read	% Illegible	% Not Ratable
95	4	0	1

Organization of Ideas

Approp. Response--Purpose/Audience

% R.S. of 4 or 3	% R.S. of 2	% R.S. of 1 or 0
64	30	6

STUDENTS TESTED: 211419

		NUMBER	PERCENT
	TOTAL ENROLLMENT	223099	
ALL SUBTESTS	Number Exempted	7129	
	Number Absent or Invalidated	1216	
The following data are based on NUMBER OF DOCUMENTS PROCESSED		214919	100
STUDENTS TESTED:			
Ethnic Composition			
	American Indian	360	0
	Asian	2401	1
	Black	29038	14
	Hispanic	57330	27
	White	121184	56
Eligible for Free or Reduced Price Meals		80098	37
Non-English Speaking		1974	1
SPECIAL EDUCATION PROGRAM STUDENTS			
	Learning Disabled	9068	4
	Emotionally Disturbed	492	0
	Speech Handicapped	2978	1
	Other Special Education	1482	1
BILINGUAL PROGRAM STUDENTS			
	Spanish	16278	8
	Other Bilingual	1288	1
TITLE I PROGRAM STUDENTS			
	Regular	35839	17
	Migrant	4945	2
	Both	1688	1
GIFTED/TALENTED PROGRAM STUDENTS		3201	1

TABLE II

TEXAS ASSESSMENT OF BASIC SKILLS

SUMMARY REPORT

ALL-STUDENTS

STATEWIDE

EXIT LEVEL
GRADE 9

	I	II	III	IV
BASIC SKILLS AREAS	OBJECTIVES	MASTERING NUMBER	MASTERING PERCENT	NOT MASTERING NUMBER
MATHEMATICS	1. Add/Subtract Whole Numbers	199545	93	16042
	2. Multiply/Divide Whole Numbers	176978	82	38609
	3. Solve Problems: +, -, ×, ÷	130500	61	85087
	4. Use Fractions/Mixed Nos. to +, -, ×	128841	60	86746
	5. Use Decimals to +, -, ×, ÷	161157	75	54430
	6. Solve Personal Finance Problems	94332	44	121255
	7. Solve Problems Using Money	166795	77	48792
	8. Use Measurement Units	151204	70	64383
	9. Use Ratio/Proportion/Percent	108133	50	107454
	10. Read Maps	164407	76	51180
	11. Read, Interpret Charts/Graphs	187795	87	27792
	STUDENTS TESTED: 215587 — TOTAL MATHEMATICS:	151143	70	64444
READING	1. Identify Main Idea	157433	73	57539
	2. Sequence Events	154486	72	60486
	3. Perceive Cause-Effect	156224	73	58748
	4. Evaluate Information	168056	78	46916
	5. Distinguish Fact, Non-fact	125251	58	89721
	6. Draw Conclusions	140843	66	74129
	7. Make Generalizations	125472	58	89500
	8. Follow Written Directions	198160	92	16812
	9. Use Parts of Book	125227	58	89745
	10. Use Reference Skills	182666	85	32306
	11. Use Maps, Charts	160244	75	54728
	STUDENTS TESTED: 214972 — TOTAL READING:	150197	70	64775
WRITING	1. Spelling	181318	84	33340
	2. Punctuation	142923	67	71735
	3. Capitalization	190419	89	24239
	4. Correct English Usage	138018	64	76640
	5. Sentence Structure	176213	82	38445
	6. Commonly Used Forms	175329	82	39329
	WRITING SAMPLE Handwriting % Acceptable 86 — % Hard to Read 12 — % Illegible 0 — % Not Ratable 2 Organization of Ideas Approp. Response--Purpose/Audience % R.S. of 4 or 3 2 — % R.S. of 2 58 — % R.S. of 1 or 0 40			
	STUDENTS TESTED: 214658 — TOTAL WRITING	125789	59	88869

		NUMBER	PERCENT
	TOTAL ENROLLMENT	234091	
ALL SUBTESTS	Number Exempted	7526	
	Number Absent or Invalidated	7795	
The following data are based on NUMBER OF DOCUMENTS PROCESSED		218601	100
STUDENTS TESTED:			
Ethnic Composition			
	American Indian	597	0
	Asian	1804	1
	Black	31809	15
	Hispanic	53739	25
	White	126071	58
Eligible for Free or Reduced Price Meals		50352	23
Non-English Speaking		1350	1
SPECIAL EDUCATION PROGRAM STUDENTS			
	Learning Disabled	5289	2
	Emotionally Disturbed	303	0
	Speech Handicapped	267	0
	Other Special Education	501	0
BILINGUAL PROGRAM STUDENTS			
	Spanish	7910	4
	Other Bilingual	1569	1
TITLE I PROGRAM STUDENTS			
	Regular	8177	4
	Migrant	4498	2
	Both	609	0
GIFTED/TALENTED PROGRAM STUDENTS		1081	0

SECTION III

EXPLANATION OF REPORTING METHODOLOGY

Student performance for Texas fifth and ninth graders is presented on all charts and tables in this report in terms of the percentages of students mastering each objective. Mastery has been defined in Section II with regard to objective mastery and test mastery.

Desired Performance Levels as Expressed in Objectives Set By the State Board of Education

A desired performance level has been established by the State Board of Education regarding the percentages of students that should master each objective. On each chart showing student performance for both fifth and ninth grade students, a vertical line has been drawn at the 85 percent level. This line reflects State Board of Education priorities for long-range (multi-year) objectives which have been stated as follows:

1. Consistent with the Goals for Public School Education in Texas, students completing high school will demonstrate the attainment of the essential knowledge, skills, and competencies in mathematics, reading, and writing (composition):
   - By 1983, 85 percent of students completing high school will demonstrate minimum exit level mastery of the essential mathematics objectives as measured by the Texas Assessment of Basic Skills.
   - By 1983, 85 percent of students completing high school will demonstrate minimum exit level mastery of the essential reading objectives as measured by the Texas Assessment of Basic Skills.
   - By 1985, 85 percent of students completing high school will demonstrate minimum exit level mastery of the essential writing objectives as measured by the Texas Assessment of Basic Skills.
2. By 1983, elementary and secondary schools in Texas will have in operation instructional programs capable of producing essential levels of student competencies in mathematics, reading, and writing (composition). Schools will have identified weaknesses in mathematics, reading, and writing programs and implemented changes to eliminate the weaknesses.
3. School districts will have available proven program alternatives, sufficient competent personnel, and adequate financial resources to operate effective instructional programs in mathematics, reading, and writing (composition).

Reporting Variables

School officials were asked to provide a limited amount of demographic and program information about each fifth and ninth grade student at the time of testing. (Refer to Appendix B.) The performance of stu-

47

48

dent groups thus identified is shown in conjunction with other fifth and ninth grade results in the body of this report or in Appendices C and D.

The following explanations are provided to facilitate understanding of the reporting format:

Ethnicity: Tables III and VIII show the total numbers of fifth and ninth grade students tested in the state and the 20 education service center regions. Also shown are the ethnic percentages for the state and the 20 regions. Because of the relatively small numbers (and percentages) of American Indians and Asians, these two groups were combined with the white (not Hispanic) group to form a single "other" group for reporting purposes. Therefore, student performance is reported for only three ethnic groups: black, Hispanic, and other.

Eligibility for Free or Reduced Price Meals: More than 95 percent of the state's 1,100 school districts participate in the school lunch program. Eligibility for participation in the National School Lunch Program is determined according to a formula that relates family income to the total number of family members. Where income per family member is sufficiently low, school age children may be eligible for either free or reduced price meals. Eligibility for participation in this program, based upon information available to the schools, has been used as a method for identifying two groups: (1) students from low income families, and (2) students not from low income families.

SECTION IV

GRADE FIVE STUDENT PERFORMANCE

Statewide Results

Figures 1, 2, and 3 show the percentages of fifth grade students mastering each objective in mathematics, reading, and writing respectively. The objectives are arranged in descending order according to student performance from the highest percent demonstrating mastery to the lowest.

Eighty-five percent or more of Texas fifth grade students demonstrated mastery of nine of the 32 objectives tested:

Mathematics
- add a column of numbers where regrouping is required (86 percent)
- select the unit of measurement needed to determine weight/mass, liquid volume, length, temperature, time (85 percent)

Reading
- use context to understand the meaning of words (87 percent)

Writing
- handwriting (99 percent)
- organize ideas in writing *and*
- respond appropriately to purpose and audience in a given writing situation (94 percent)
- demonstrate the correct spelling of commonly used words (94 percent)
- demonstrate the ability to complete commonly used forms (90 percent)
- capitalization (87 percent)

The objectives on which Texas fifth graders performed least well were:

Mathematics
- solve word problems using multiplication and division (55 percent)
- identify by name geometric terms and figures (45 percent)
- demonstrate the ability to interpret place value (45 percent)
- use pictorial models to identify equivalent fractional parts of objects or sets of objects (44 percent)

Reading
- sequence events (66 percent)
- draw conclusions (66 percent)
- predict probable future actions or outcomes (53 percent)
- identify the main idea (53 percent)
- distinguish between fact and non-fact (36 percent)

Writing
- correct English usage (68 percent)
- punctuation (63 percent)

MATHEMATICS: GRADE 5
PERCENT OF STUDENTS MASTERING OBJECTIVES

Statewide Results

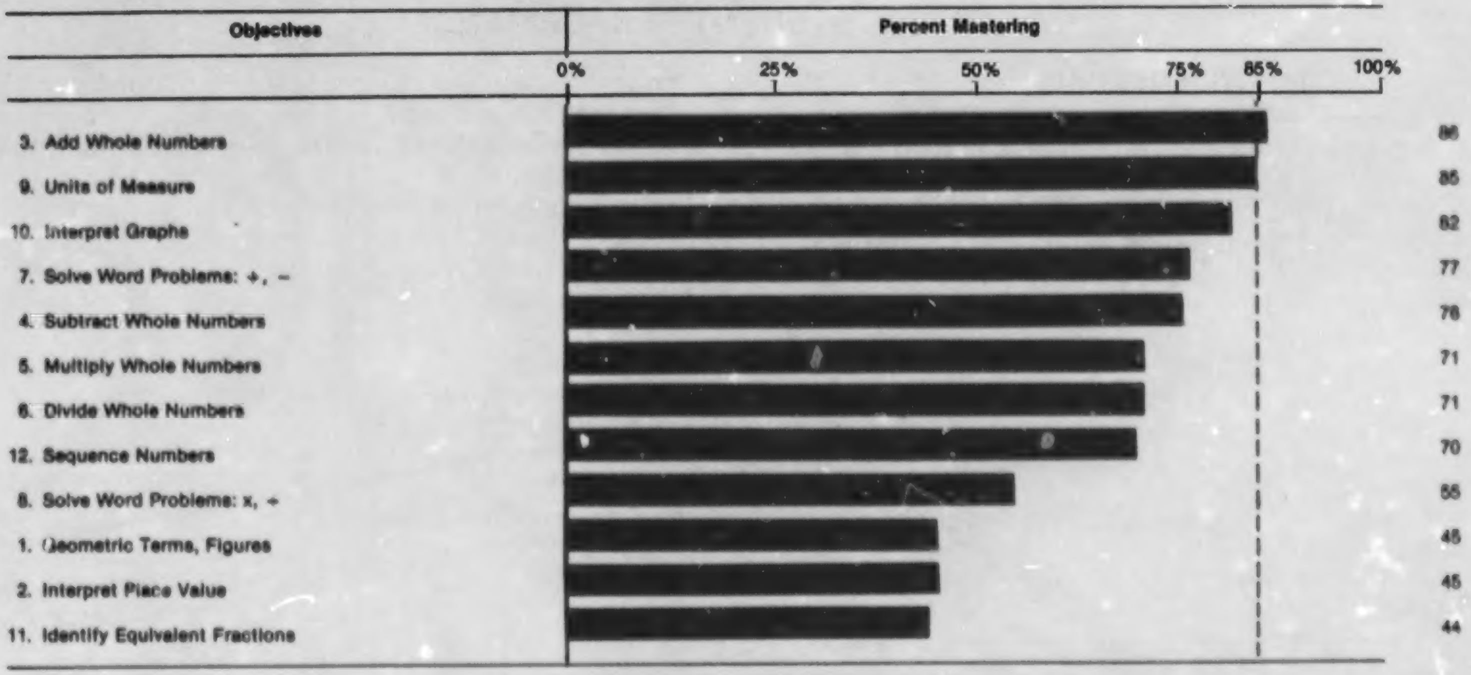

Figure 1

READING: GRADE 5
PERCENT OF STUDENTS MASTERING OBJECTIVES

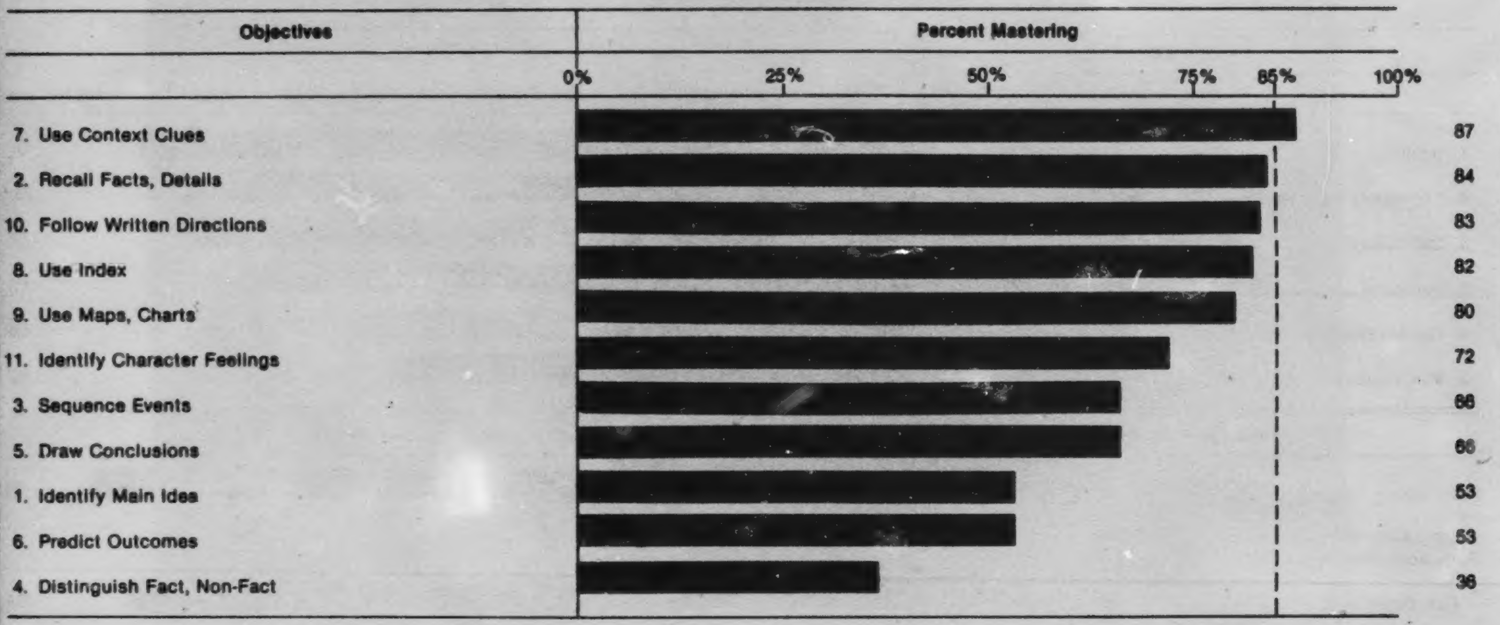

Figure 2

WRITING: GRADE 5
PERCENT OF STUDENTS MASTERING OBJECTIVES AND WRITTEN COMPOSITION RATINGS

Statewide Results

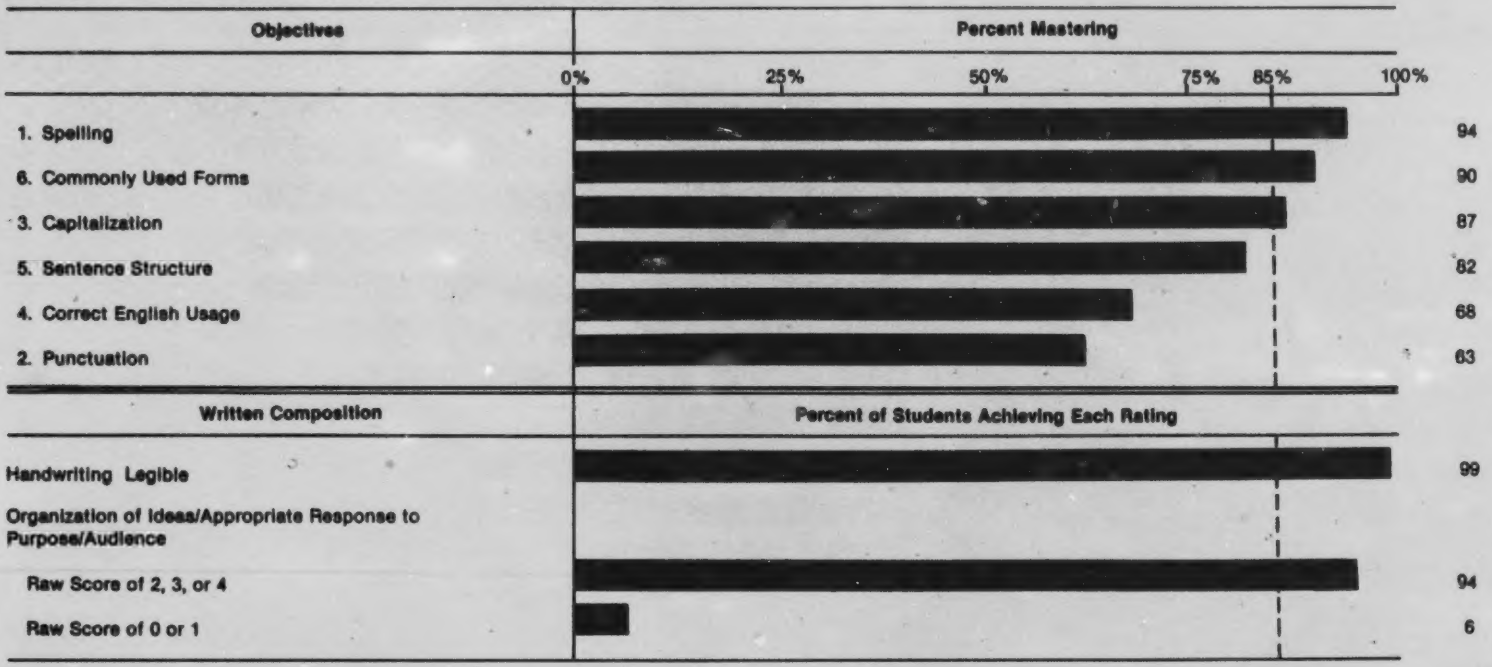

Figure 3

Regional Results

Table III shows the total numbers of fifth graders tested and the percentages belonging to each of five ethnic groups for the state and for 20 education service center regions. Tables IV, V, and VI show fifth grade student performance by region for each mathematics, reading, and writing objective.

Mathematics

Fifth grade student performance in mathematics among the service center regions follows very closely the statewide pattern shown in Figure 1. Fifth grade students in regions IV, XI, and XVI attained mastery percentages higher than those attained by students in other regions on most of the objectives.

Reading

Fifth grade student performance on the reading objectives followed the same general pattern among the 20 regions as that shown for the state total in Figure 2. The percentages of students mastering the objectives in regions IX, XI, XIII, and XVI were somewhat higher than those in other regions on most of the objectives.

Writing

Differences among the 20 regions in fifth grade mastery percentages for the writing objectives tended to be smaller than those observed for reading and mathematics. The performance pattern for all regions is very similar to the state totals reported in Figure 3. In all regions, performance was lowest on the objective relating to punctuation. Performance differences among the regions were most evident for the objectives dealing with punctuation and correct English usage. Differences among the regions were very small for the handwriting objective. Handwriting was rated as "acceptable" for 90 percent or more of the fifth graders in all regions. When "hard to read" (but legible) handwriting is included with the "acceptable," at least 96 percent of the students in all regions produced a scorable written passage. High percentages of the students in all regions performed well on the two objectives, "organization of ideas" and "appropriate response to purpose and audience," which were measured by students' written composition samples. At least 88 percent of the fifth graders in all regions attained the minimally acceptable rating of 2 or a higher score of 3 or 4.

TABLE III

GRADE 5

TOTAL NUMBERS OF STUDENTS TESTED AND ETHNIC PERCENTAGES FOR THE STATE AND FOR TWENTY EDUCATION SERVICE CENTER REGIONS

	Statewide	I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII	XIII	XIV	XV	XVI	XVII	XVIII	XIX	XX
American Indian	0%	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Asian	1%	0	1	1	2	1	0	0	0	1	1	1	2	2	1	1	1	0	0	1	1
Black	14%	0	3	11	21	25	17	21	23	7	21	11	18	10	5	3	4	7	6	3	6
Hispanic	27%	92	60	31	17	3	6	2	1	8	10	8	10	23	19	39	18	37	35	69	55
White (Not of Hispanic Origin)	56%	8	33	51	59	71	74	71	75	83	66	79	68	62	72	55	73	49	56	24	35
Total # Tested in Thousands	214.9	13.4	7.7	4.0	46.2	6.7	6.8	10.6	4.1	2.9	31.1	18.8	7.1	10.6	3.6	3.6	5.7	6.2	5.5	9.0	19.5

NOTE: Total ethnic percentages for the state and each region may not equal 100% due to rounding and/or coding omissions.

TABLE IV
MATHEMATICS: GRADE 5
PERCENTAGES OF STUDENTS MASTERING MATHEMATICS OBJECTIVES FOR THE STATE AND FOR TWENTY EDUCATION SERVICE CENTER REGIONS

	PERCENT OF STUDENTS DEMONSTRATING MASTERY												
	1 Geometric Terms, Figures	2 Interpret Place Value	3 Add Whole Numbers	4 Subtract Whole Numbers	5 Multiply Whole Numbers	6 Divide Whole Numbers	7 Solve Word Problems +, −	8 Solve Word Problems x, ÷	9 Units of Measure	10 Interpret Graphs	11 Identify Equivalent Fractions	12 Sequence Numbers	PREDICTED NRT PERCENTILE
REGION I	33	29	84	70	65	64	65	41	74	67	26	54	39
REGION II	44	40	84	71	60	63	72	51	81	76	31	64	48
REGION III	40	42	87	81	75	77	76	55	85	82	41	68	54
REGION IV	51	50	86	77	74	75	80	60	87	85	50	74	59
REGION V	43	44	86	77	70	69	77	54	86	83	44	71	54
REGION VI	41	44	86	76	72	73	77	57	86	81	44	71	55
REGION VII	39	41	85	77	72	73	76	54	85	82	40	68	52
REGION VIII	38	41	86	78	74	76	76	56	87	83	35	68	53
REGION IX	41	43	87	81	73	76	80	59	89	87	44	73	57
REGION X	49	48	85	74	68	69	77	57	86	83	48	72	56
REGION XI	51	52	87	78	73	73	82	61	89	88	50	77	61
REGION XII	46	46	85	76	72	72	77	57	86	83	44	70	55
REGION XIII	43	48	86	79	73	72	79	59	88	84	50	75	58
REGION XIV	41	47	88	77	67	70	77	56	87	84	46	72	54
REGION XV	48	44	86	79	74	76	75	55	83	80	40	67	54
REGION XVI	42	50	89	83	76	76	82	60	89	87	48	77	60
REGION XVII	44	44	85	75	72	72	76	55	85	81	46	68	54
REGION XVIII	34	43	84	76	69	69	77	52	85	81	40	70	50
REGION XIX	33	39	85	74	69	68	75	52	85	76	37	69	48
REGION XX	43	41	84	73	66	66	72	50	82	77	41	63	49
Statewide Percentages	45	45	86	76	71	71	77	55	85	82	44	70	54

TABLE V

READING: GRADE 5

PERCENTAGES OF STUDENTS MASTERING READING OBJECTIVES FOR THE STATE AND FOR TWENTY EDUCATION SERVICE CENTER REGIONS

	PERCENT OF STUDENTS DEMONSTRATING MASTERY											
	1 Identify Main Idea	2 Recall Facts, Details	3 Sequence Events	4 Distinguish Fact, Non-fact	5 Draw Conclusions	6 Predict Outcomes	7 Use Context Clues	8 Use Index	9 Use Maps, Charts	10 Follow Written Directions	11 Identify Character Feelings	PREDICTED NRT PERCENTILE
REGION I	38	73	47	17	44	34	75	75	65	70	51	32
REGION II	48	82	61	30	60	47	84	79	76	80	66	47
REGION III	53	87	68	34	66	51	89	84	81	83	73	54
REGION IV	56	87	70	41	70	56	89	86	84	86	75	58
REGION V	55	87	68	39	70	56	88	85	80	83	74	56
REGION VI	56	86	68	39	68	55	88	83	80	84	74	57
REGION VII	54	85	68	33	69	54	87	82	78	82	74	53
REGION VIII	53	86	67	33	69	56	88	82	79	82	74	53
REGION IX	60	89	72	39	75	61	92	85	85	87	79	60
REGION X	54	84	66	41	68	55	87	81	80	84	73	56
REGION XI	60	89	72	43	74	60	91	86	86	89	79	62
REGION XII	54	85	69	37	68	56	88	83	81	83	75	56
REGION XIII	58	88	71	41	71	56	89	85	83	87	77	60
REGION XIV	54	86	70	40	69	57	88	84	82	85	75	58
REGION XV	50	82	65	36	63	50	85	80	78	81	69	50
REGION XVI	60	88	73	42	73	60	91	86	85	88	79	62
REGION XVII	50	84	64	31	63	54	87	80	79	84	71	52
REGION XVIII	51	84	65	32	65	52	86	82	79	83	70	51
REGION XIX	43	82	57	20	57	45	83	77	74	80	66	42
REGION XX	47	79	59	29	59	47	83	78	74	79	64	46
Statewide Percentages	53	84	66	36	66	53	87	82	80	83	72	53

TABLE VI

WRITING: GRADE 5

PERCENTAGES OF STUDENTS MASTERING WRITING OBJECTIVES AND PERCENTAGES PERFORMING AT VARIOUS LEVELS ON WRITING TASKS FOR THE STATE AND FOR TWENTY EDUCATION SERVICE CENTER REGIONS

	PERCENT OF STUDENTS DEMONSTRATION MASTERY						WRITING SAMPLE Percent of Students Performing at Each Level						
	1	2	3	4	5	6	Handwriting				Organization of Ideas and Approp. Response-Purpose/Audience		
	Spelling	Punctuation	Capitalization	Correct English Usage	Sentence Structure	Commonly Used Forms	Acceptable	Hard to Read	Illegible	Not Ratable	RAW SCORE		
											4 or 3	2	1 or 0
REGION I	88	44	77	55	71	82	90	6	0	4	51	37	12
REGION II	92	55	84	66	78	88	92	7	0	1	60	33	7
REGION III	96	61	89	67	82	91	94	5	0	1	63	32	5
REGION IV	95	68	89	70	84	92	96	2	0	1	68	27	5
REGION V	95	63	88	66	82	91	94	5	0	1	62	32	5
REGION VI	95	64	88	68	84	90	96	3	0	1	68	27	6
REGION VII	95	64	88	67	84	89	95	4	0	1	64	31	5
REGION VIII	95	63	89	68	84	91	96	4	0	0	67	29	5
REGION IX	96	68	89	71	86	93	95	4	0	0	65	32	3
REGION X	94	65	86	69	83	90	95	4	0	1	63	30	7
REGION XI	96	68	91	75	87	93	96	3	0	1	69	27	4
REGION XII	95	64	88	68	83	90	95	4	0	1	62	32	5
REGION XIII	95	65	88	74	84	92	96	3	0	1	69	27	4
REGION XIV	96	62	87	70	82	91	92	7	0	1	60	35	5
REGION XV	92	60	84	67	80	87	93	5	0	2	63	30	7
REGION XVI	96	69	89	74	85	92	96	3	0	1	68	28	3
REGION XVII	95	59	88	68	83	89	94	5	0	1	65	30	6
REGION XVIII	94	61	86	68	81	89	93	5	0	2	57	36	6
REGION XIX	92	54	84	67	82	88	94	4	0	2	63	28	8
REGION XX	91	56	81	64	78	87	94	4	0	1	63	29	8
Statewide Percentages	94	63	87	68	82	90	95	4	0	1	64	30	6

Results by Sex, Ethnicity, and Family Income

Mathematics

Sex (Figure 4)

The percentages of females mastering the mathematics objectives exceeded those of males for eight of the 12 objectives. The performance of males and females was the same for one objective and the performance of males was higher than that of females on three:

- interpret place value
- solve word problems involving addition and subtraction
- solve word problems involving multiplication and division

Ethnicity (Figure 5)

Eighty-five percent or more of the fifth grade students in the "other" group mastered four of 12 mathematics objectives. For both Hispanic and black students, mastery percentages were below 85 percent for all objectives.

Four of the objectives were mastered by fewer than 50 percent of both Hispanic and black students:

- solve word problems involving multiplication and division
- geometric terms and figures
- interpret place value
- identify equivalent fractions

Eligibility for Free or Reduced Price Meals/Family Income (Figure 6)

The mastery percentages of students who were not from low income families were higher for all objectives than those of students who were from low income families. The differences in mastery percentages for the two groups ranged from seven to 28 points.

MATHEMATICS: GRADE 5
PERCENT OF STUDENTS MASTERING OBJECTIVES BY MALES AND FEMALES

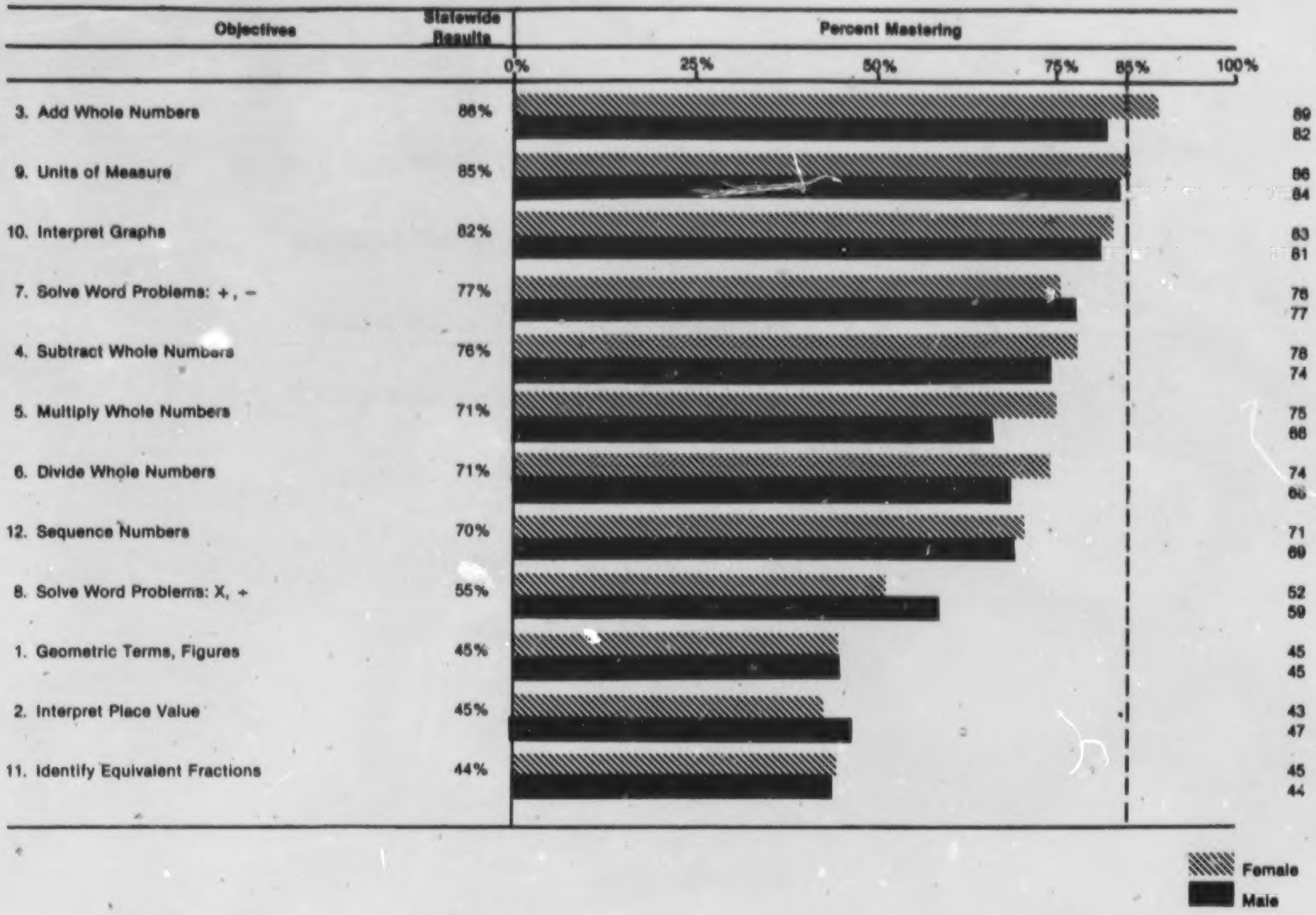

Figure 4

MATHEMATICS: GRADE 5
PERCENT OF STUDENTS MASTERING OBJECTIVES BY ETHNIC GROUP

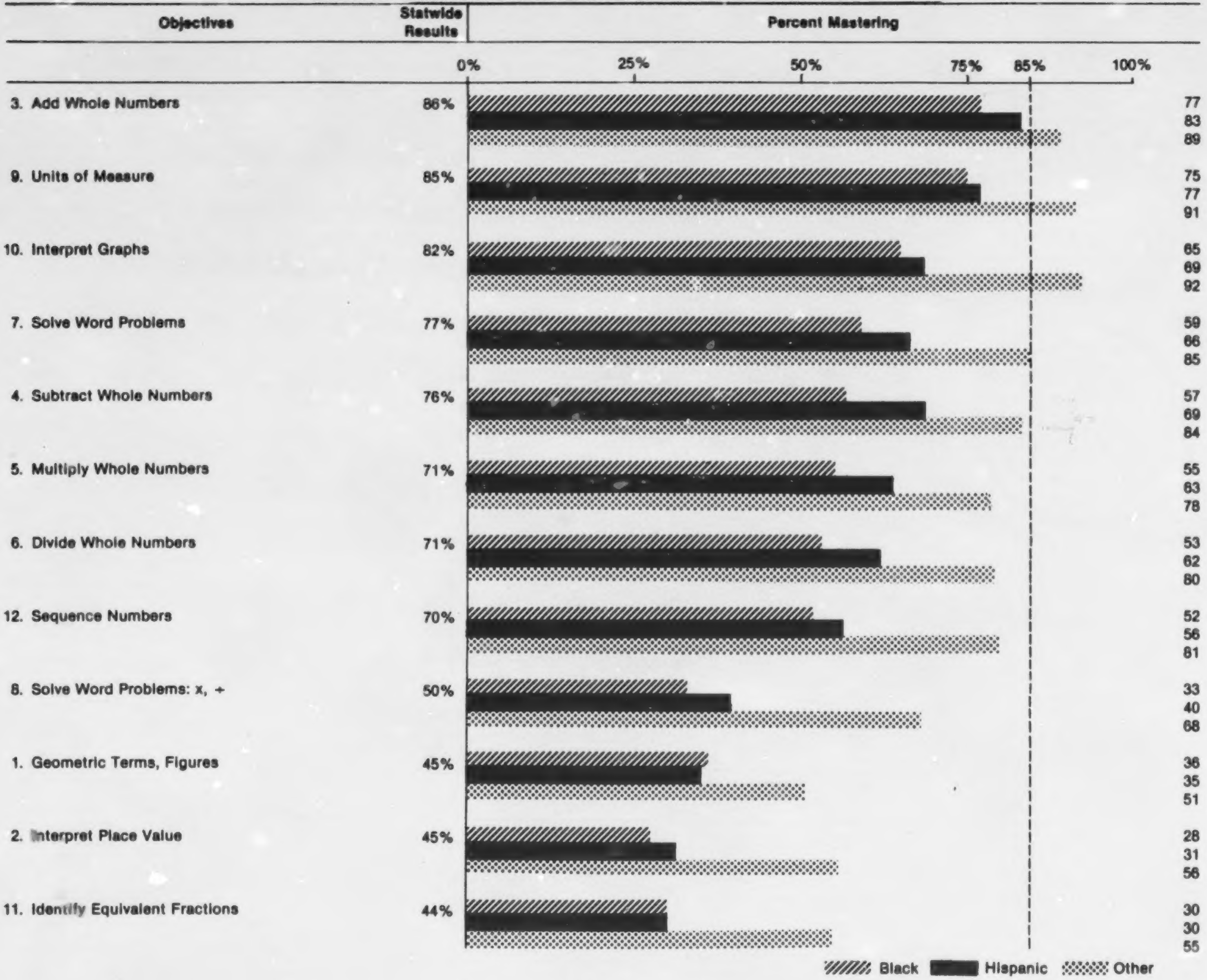

Figure 5

MATHEMATICS: GRADE 5
PERCENT OF STUDENTS MASTERING OBJECTIVES BY ELIGIBILITY FOR FREE OR REDUCED PRICE MEALS

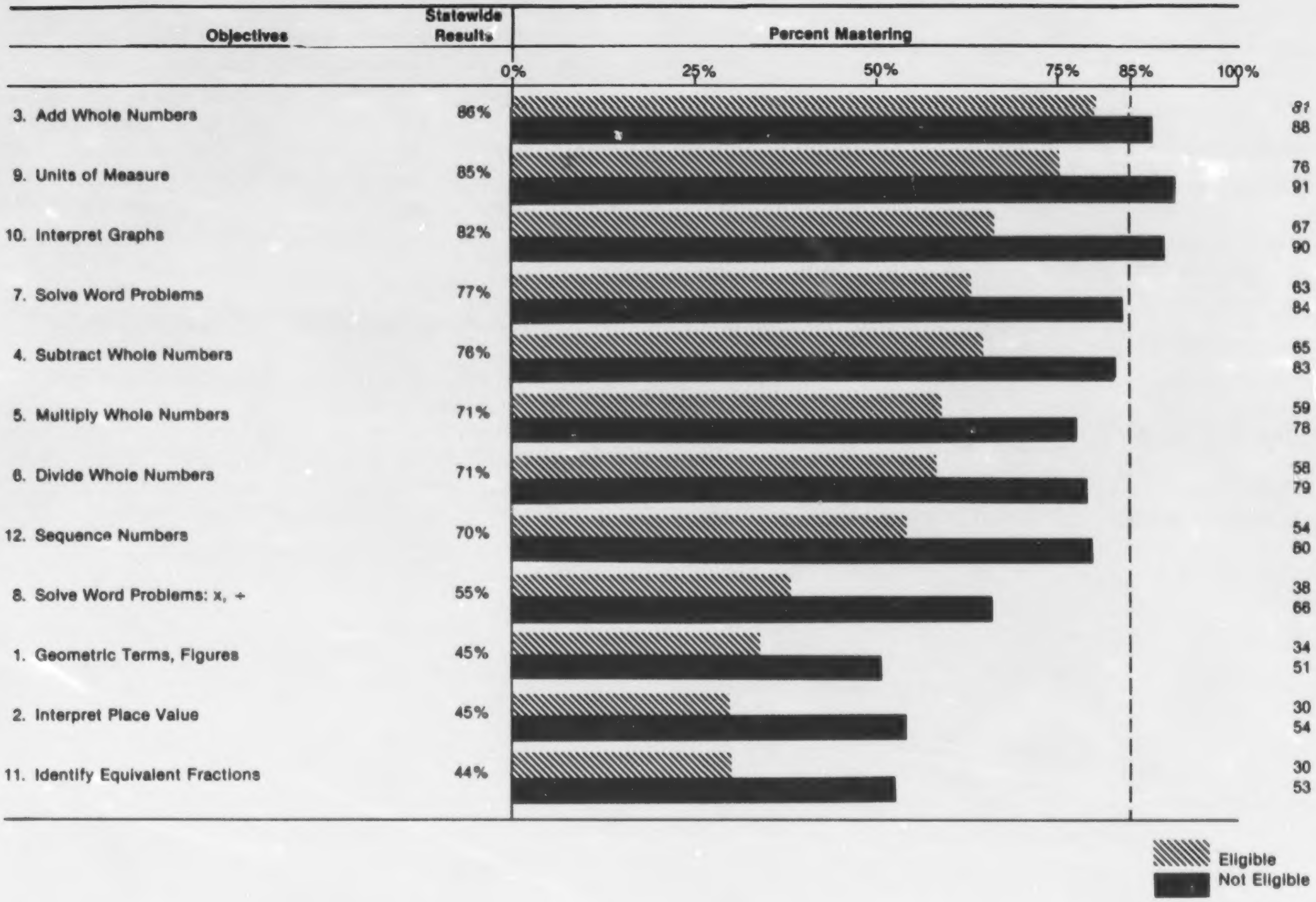

Figure 6

71

72

Results by Sex, Ethnicity, and Family Income

Reading

Sex (Figure 7)

The percentages of females mastering the reading objectives were higher than those of males on all of the eleven reading objectives. Differences ranged from three to eight percentage points with the widest difference (eight percent) being on objective number 3, sequence events.

Ethnicity (Figure 8)

Mastery percentages for students in the "other" group were above 85 percent for five of the eleven objectives. For both Hispanic and black students, mastery percentages were below 85 percent for all objectives. Differences in mastery percentages between black and Hispanic students tended to be small, one to five percentage points. The performance of Hispanic students was higher than that of black students on eight objectives, while black students performed higher than Hispanic students on three.

Eligibility for Free or Reduced Price Meals/Family Income (Figure 9)

Mastery percentages for students identified as being from low income families were below those of students who were not from low income families on all objectives. Percentage differences ranged from 12 to more than 30 points.

READING: GRADE 5
PERCENT OF STUDENTS MASTERING OBJECTIVES BY MALES AND FEMALES

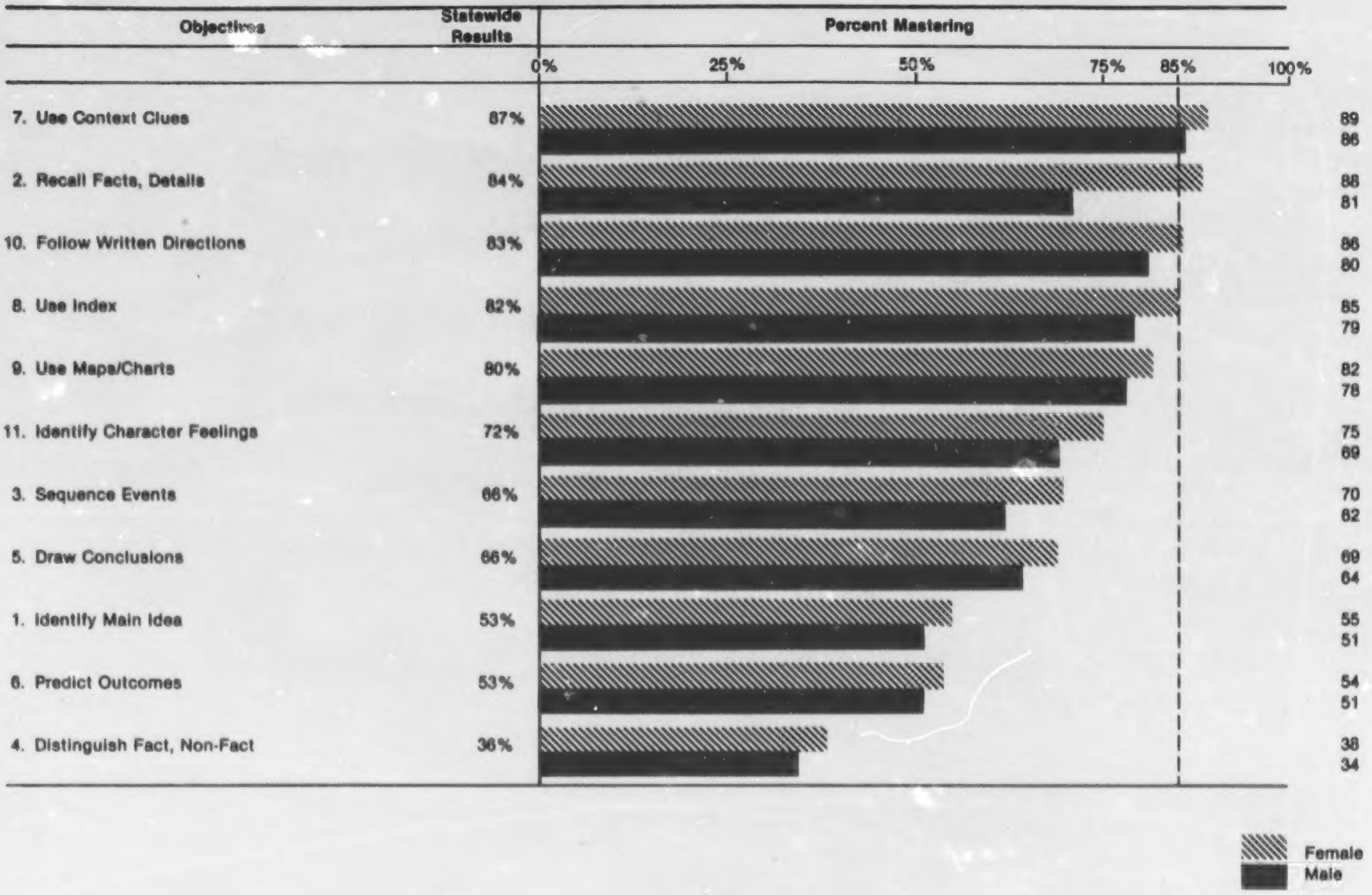

Figure 7

READING: GRADE 5
PERCENT OF STUDENTS MASTERING OBJECTIVES BY ETHNIC GROUP

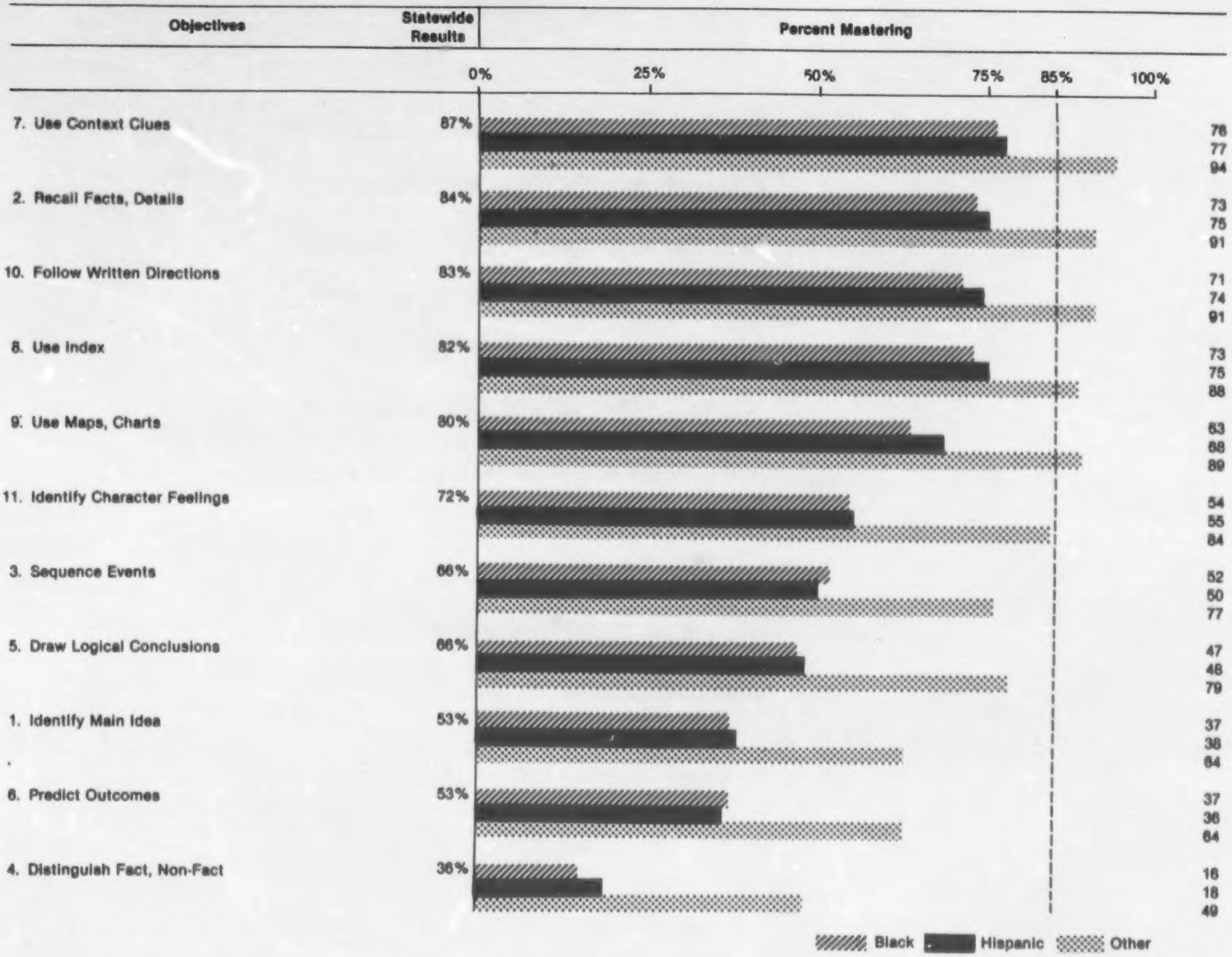

Figure 8

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READING: GRADE 5
PERCENT OF STUDENTS MASTERING OBJECTIVES BY ELIGIBILITY FOR FREE OR REDUCED PRICE MEALS

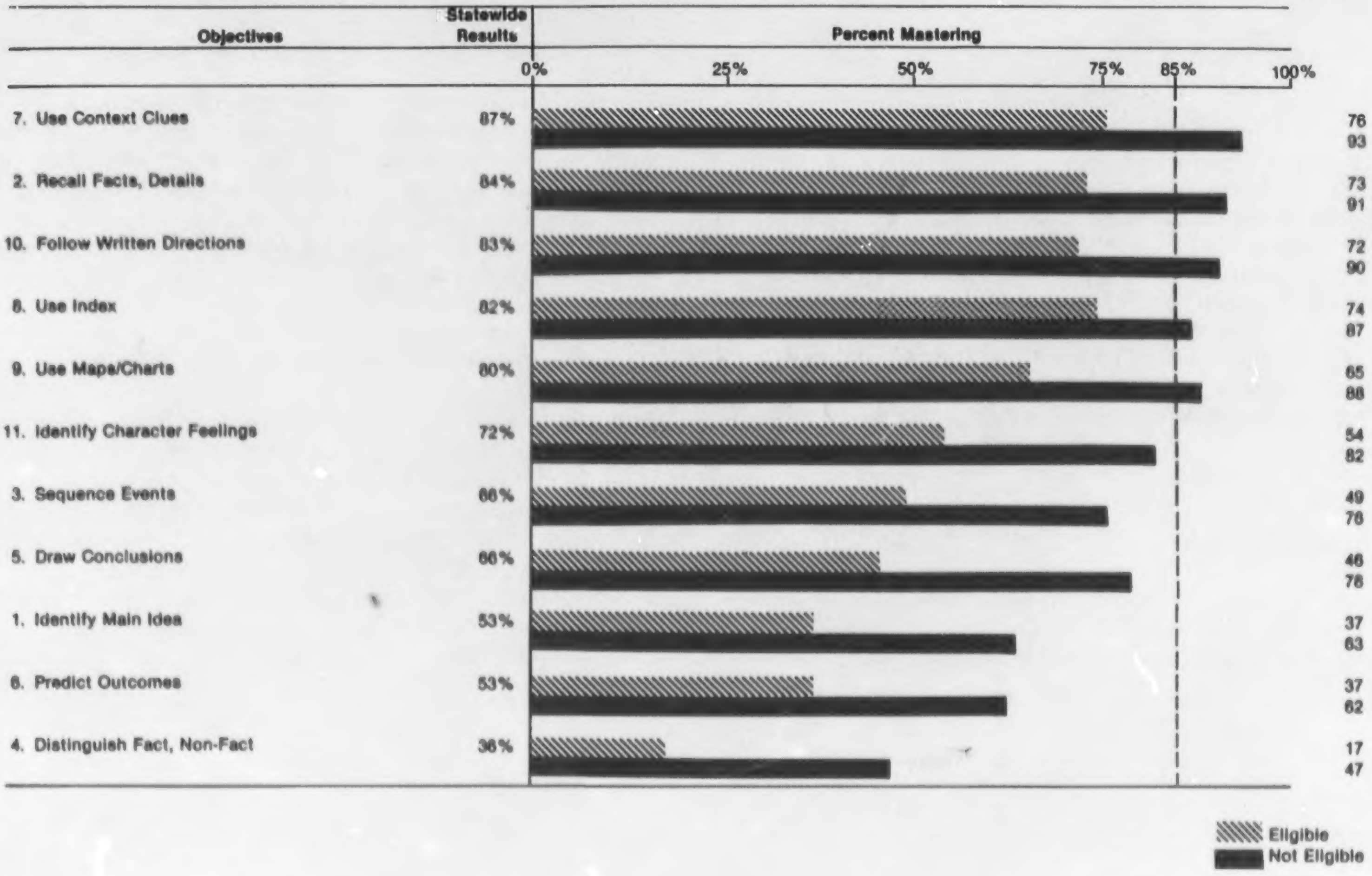

Figure 9

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Results by Sex, Ethnicity, and Family Income

Writing

Sex (Figure 10)

The performance of female students was higher than that of male students on all of the writing objectives including those measured by the written composition. Differences between males and females tended to be somewhat greater for the six objectives measured with multiple-choice test items than those previously noted for reading and mathematics objectives. However, differences were relatively small in the ratings attained by males and females on the written composition samples.

Ethnicity (Figure 11)

Eight-five percent or more of the students in the "other" group mastered four of the six objectives measured with multiple-choice test items. Eight-five percent or more of the black and Hispanic students attained mastery of one objective and were only slightly below 85 percent on another. Differences in the mastery percentages of black and Hispanic students were relatively small on all of the writing objectives with one exception. For the objective related to correct English usage, the percent of Hispanic students attaining mastery was eleven points higher than that of the black students.

Eligibility for Free or Reduced Price Meals/Family Income (Figure 12)

The mastery percentages of students from low income families were below those of students who were not from low income families for all of the writing objectives measured by multiple-choice items. Differences between low income and not low income groups ranged from eight to 28 percentage points. Differences in the ratings attained by the two groups on objectives measured by the written composition samples were less pronounced.

WRITING: GRADE 5
PERCENT OF STUDENTS MASTERING OBJECTIVES AND WRITTEN COMPOSITION RATINGS BY MALES AND FEMALES

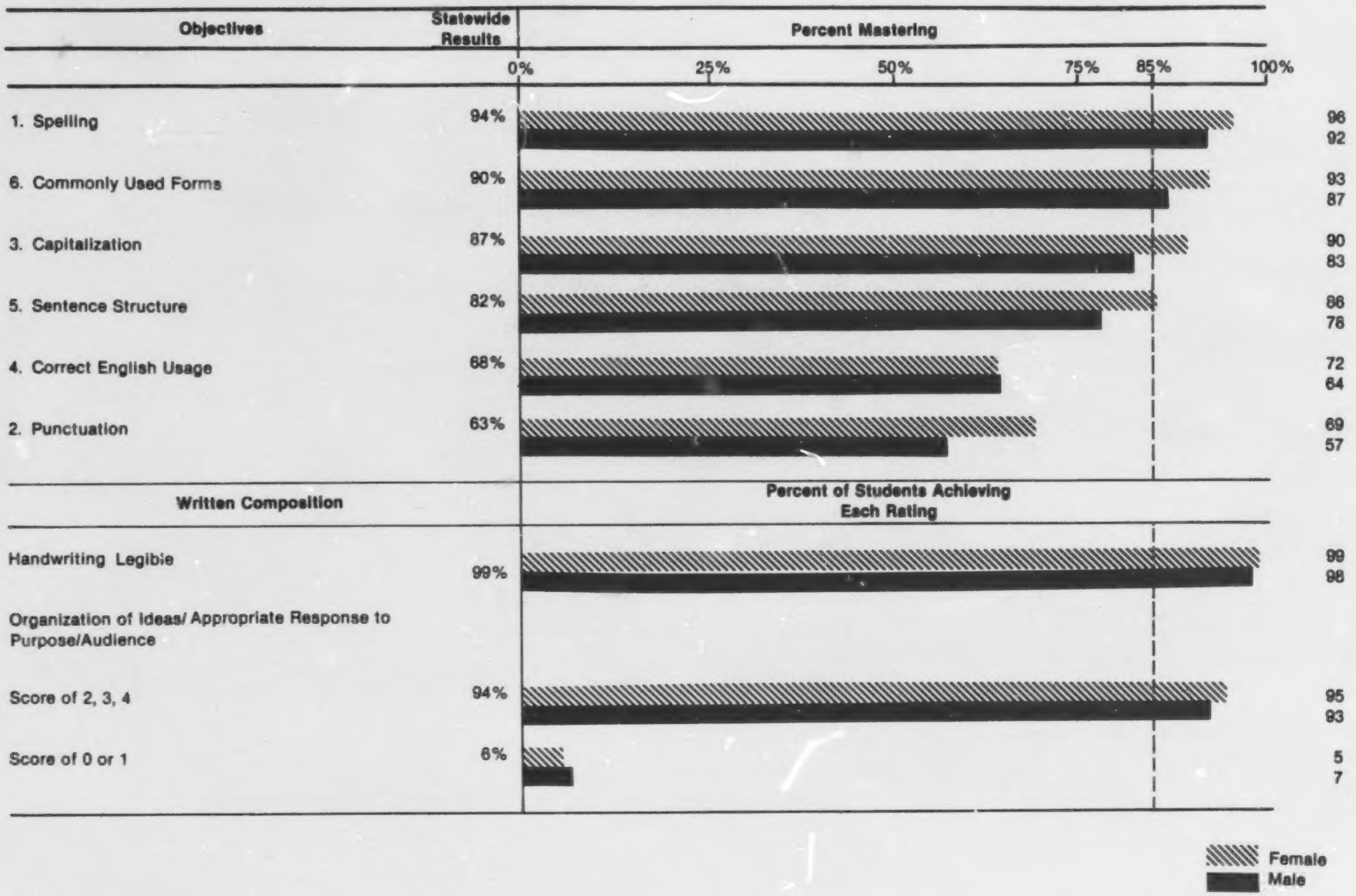

Figure 10

WRITING: GRADE 5
PERCENT OF STUDENTS MASTERING OBJECTIVES AND WRITTEN COMPOSITION RATINGS BY ETHNIC GROUP

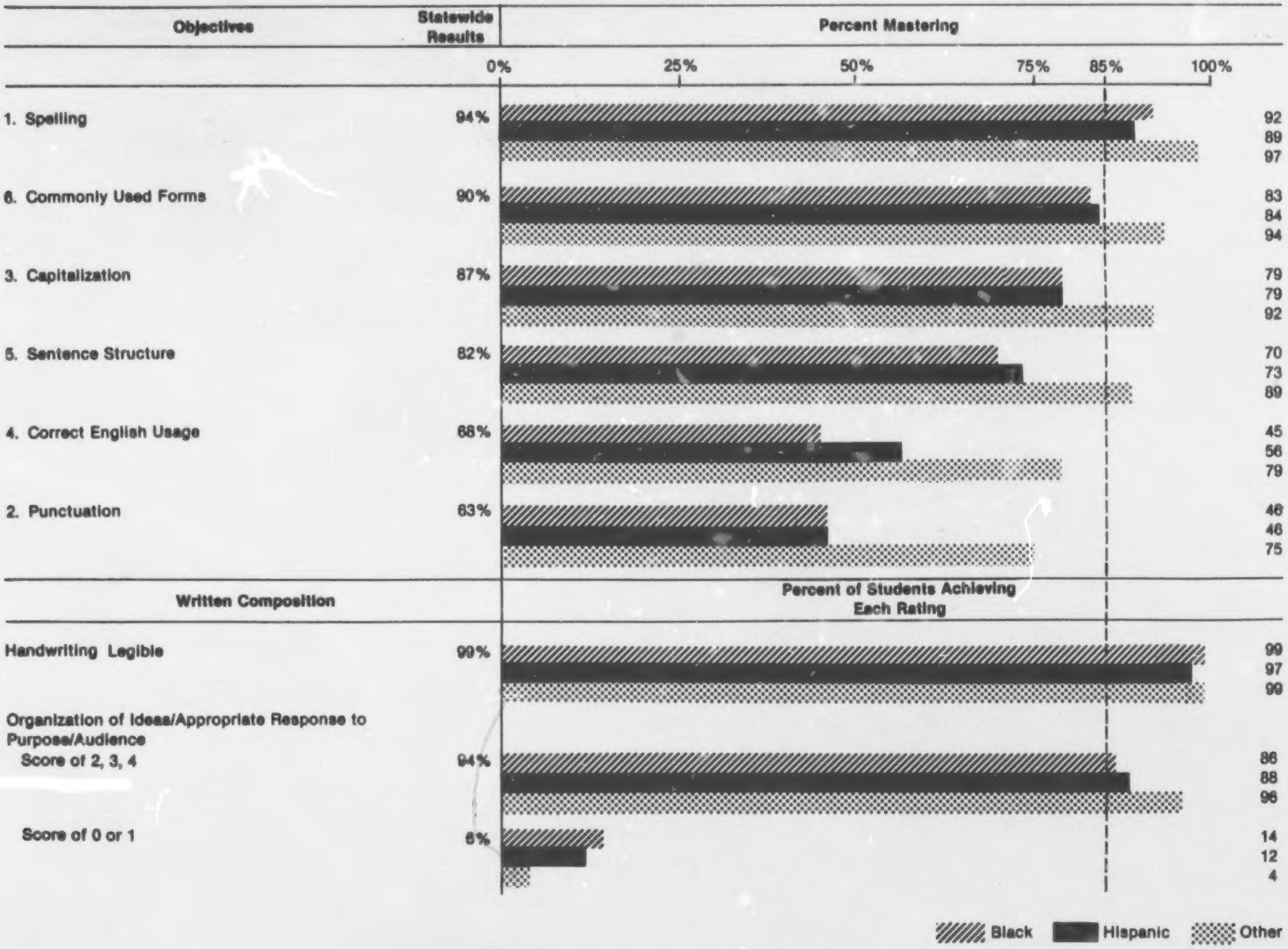

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Figure 11

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WRITING: GRADE 5
PERCENT OF STUDENTS MASTERING OBJECTIVES AND WRITTEN COMPOSITION RATINGS BY ELIGIBILITY FOR FREE OR REDUCED PRICE MEALS

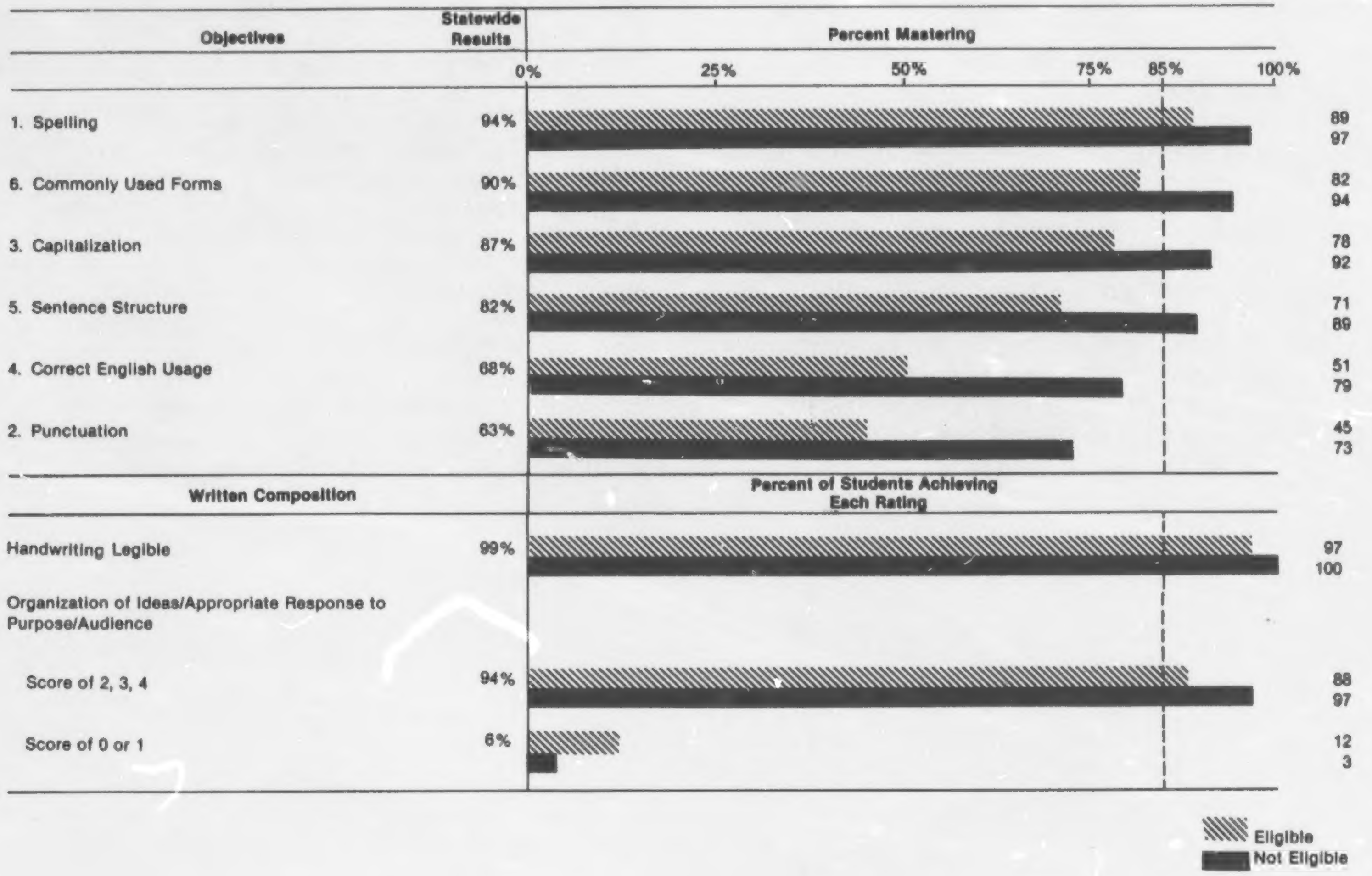

Figure 12

Results for Student Populations with Special Learning Characteristics

Information was also accumulated about fifth grade students participating in four different types of education programs: bilingual education, special education, Title I (regular and migrant), and gifted and talented. The results of testing these student populations with special learning characteristics are shown in Appendix C. Additionally, performance information about non-English speaking and writing students was also collected. Students in this category were not exempted from TABS testing. Testing results for these students are also shown in Appendix C.

Mastery percentages for participants in bilingual education, special education, and Title I programs were below those of non-participants on all objectives. Students in Title I regular programs attained higher mastery percentages than those attained by Title I migrant students for the majority of objectives on all three tests. Overall, performance differences among the participants and non-participants in all of these special programs are most apparent in the predicted norm-referenced test percentile scores for reading and mathematics.

Students identified as participating in gifted and talented programs attained higher performance levels than those who were identified as non-participants.

SECTION V

GRADE NINE STUDENT PERFORMANCE

Statewide Results

Figures 13, 14, and 15 show the percentages of ninth grade students mastering each objective in mathematics, reading, and writing respectively. The objectives are arranged in descending order according to student performance from the highest percent mastery to the lowest.

Eighty-five percent or more of Texas ninth grade students demonstrated mastery of six of the 31 exit level objectives measured by the TABS tests.

Mathematics

- add and subtract whole numbers where regrouping is required (93 percent)
- read and interpret mathematical information from a chart or graph (87 percent)

Reading

- follow written directions involving subordinate steps (92 percent)
- use various sources as aids in locating information (e.g., dictionary, telephone book, encyclopedia, newspaper) (85 percent)

Writing

- demonstrate knowledge of standard uses of capitalization (89 percent)
- handwriting (legible) (98 percent)

Sixty percent of ninth graders were able to demonstrate minimum exit level mastery on two objectives measured by the writing sample:

- organize ideas in writing and
- respond appropriately to purpose and audience in a given writing situation (60 percent)

Fewer than 70 percent of Texas ninth graders were able to demonstrate mastery of ten exit level objectives:

Mathematics

- solve problems involving addition, subtraction, multiplication, and division (61 percent)
- use fractions/mixed numbers to add, subtract, multiply, and divide (60 percent)
- solve problems involving ratios, proportions, and percents (50 percent)
- solve problems involving income, banking, cost comparisons, and taxes (44 percent)

Reading

- draw conclusions (66 percent)
- distinguish between fact and non-fact (58 percent)
- arrive at a generalization from a given series of details and/or assumptions (58 percent)
- use the various parts of a book as aids in locating information (e.g., title page, table of contents, preface, and index) (58 percent)

Writing

- punctuation (67 percent)
- correct English usage (64 percent)

A mastery level for each exit level total test was set by the State Board of Education. Seventy percent of ninth grade students met the established mastery level on both reading and mathematics tests. Fifty-nine percent demonstrated mastery on the exit level writing test.

It is important to distinguish between mastery of the separate objectives and total test mastery for the exit level (ninth grade). These are defined in Section II of this report.

The Texas Education Code, as amended, requires that:

> "All ninth grade students who fail to demonstrate mastery of minimum exit level competencies shall be given the opportunity to retake the assessment instrument each year the assessment instrument is administered."

Therefore, the number of students who mastered all tests and the number who failed to master at least one test during a testing cycle become important considerations at both the state and local levels in planning for the following year's assessment. For example, in 1980 the statewide percentages of students mastering the total mathematics, reading, and writing tests were 70 percent, 70 percent, and 59 percent respectively. Of the 218,601 ninth grade students tested, 118,467 (54 percent) failed to demonstrate mastery of one or more of the three tests. Table VII shows the numbers of ninth grade students tested in various student groups and the percentages mastering all three, no more than two, and none of the total tests.

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TABLE VII

GRADE NINE

NUMBERS OF STUDENTS TESTED AND PERCENTAGES MASTERING/FAILING TO MASTER THE TOTAL TESTS IN MATHEMATICS, READING AND WRITING

	Student Groups							
	All Ninth Graders	Males	Females	Black	Hispanic	Other	Gifted and Talented	Eligibility for Free/ Reduced Price Meals
Total Numbers Tested	218,601	111,070	107,531	31,809	53,739	133,053	489	50,352
Percent Mastering All Three Tests	46	41	51	20	29	59	87	24
Percent Failing to Master at Least One Test*	54	59	49	80	71	41	13	76
Percent Failing to Master all Three Tests	16	19	14	37	26	7	2	31

*Students who must be given the opportunity to retake at least one of the TABS tests in 1981.

MATHEMATICS: GRADE 9
PERCENT OF STUDENTS MASTERING OBJECTIVES

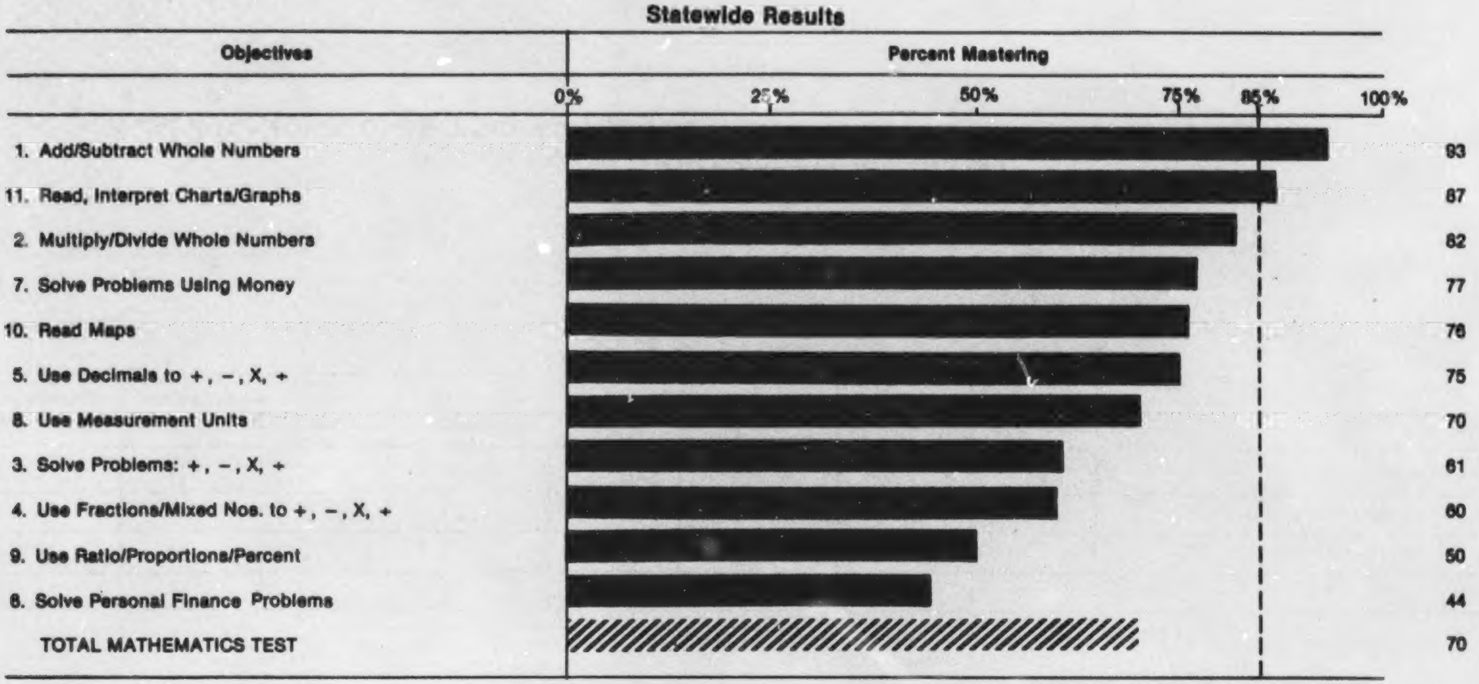

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Figure 13

READING: GRADE 9
PERCENT OF STUDENTS MASTERING OBJECTIVES
Statewide Results

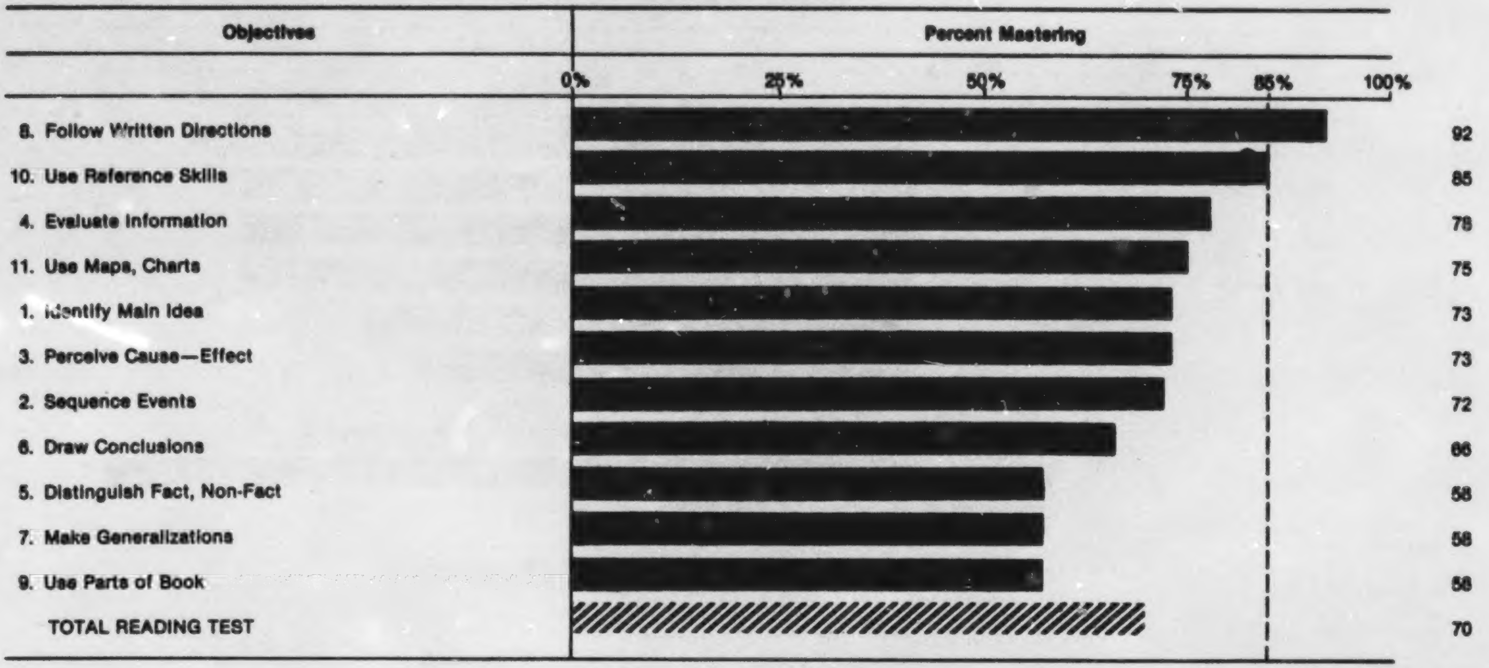

Figure 14

WRITING: GRADE 9
PERCENT OF STUDENTS MASTERING OBJECTIVES AND WRITTEN COMPOSITION RATINGS

Statewide Results

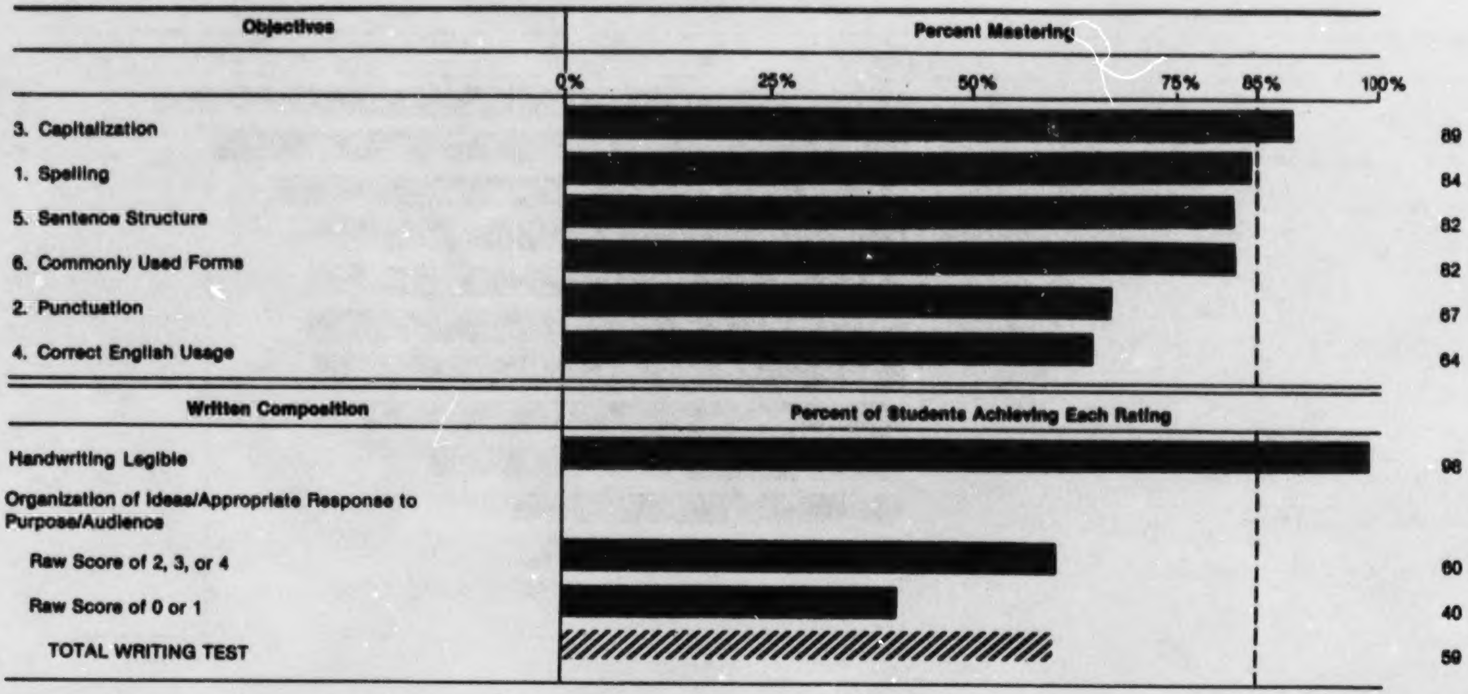

Figure 15

Regional Results

Table VIII shows the total numbers of ninth grade students tested and the percentages belonging to each of five ethnic groups for the state and for 20 education service center regions. Tables IX, X, and XI show the percentages of students in each region mastering objectives and the total tests in mathematics, reading, and writing.

Mathematics (Table IX)

The mastery percentages attained by ninth grade students in Region XVI were higher for all objectives than those of any other region. The percent of students mastering the total test in that region was 11 points higher than the statewide total and six points above that of the next higher performing region. In Region I, 61 percent of the ninth graders mastered the total mathematics test, nine points below the statewide total. For the remaining regions, mastery percentages for the total mathematics test clustered much more closely to the statewide total of 70 percent. The general performance pattern across all regions closely paralleled the statewide performance shown for the 11 mathematics objectives in Figure 13.

Reading (Table X)

Ninth grade students in Regions IX, XI, and XVI attained mastery percentages that were above those attained by students in other regions on most of the reading objectives. In addition, the percentages of students mastering the total reading test in these regions were eight or more points above the state total and higher than those of all other regions. The mastery percentages attained by students in Region I were below those of other regions on all objectives. The percent of Region I ninth grade students mastering the total reading test was 19 points below the state total. Differences in mastery percentages for the remaining 16 regions were relatively small. The performance pattern for all regions conforms closely to that depicted for the state in Figure 14.

Writing (Table XI)

The performance pattern across all objectives for all regions is consistent with the statewide performance shown in Figure 15. Differences in mastery percentages among the various regions for the six writing objectives measured by multiple-choice test items tend to be somewhat smaller than those reported above for reading and mathematics. Handwriting was rated as acceptable for 79 percent or more of the ninth graders in all regions, and 96 percent or more produced legible writing passages.

At least 50 percent of the students in all regions attained a rating of either a 2*, 3, or 4. Sixty-eight percent of the ninth graders in Region XVI and 50 percent in Region I attained a rating of 2, 3, or 4 on the writing composition.

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*A rating of at least 2 on the written composition was required for mastery of the total writing test.

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The percentages of students mastering the total writing test ranged from highs of 65 and 68 percent in Regions IX and XVI to a low of 48 percent in Region I. For the remaining 17 regions, the percentages of students mastering the total writing test did not vary from the state total of 59 percent by more than three percentage points.

TABLE VIII

GRADE 9

TOTAL NUMBERS OF STUDENTS TESTED AND ETHNIC PERCENTAGES FOR THE STATE AND FOR TWENTY EDUCATION SERVICE CENTER REGIONS

	Statewide	I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII	XIII	XIV	XV	XVI	XVII	XVIII	XIX	XX
American Indian	0%	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0
Asian	1%	0	0	0	2	1	0	0	0	1	1	1	1	0	0	0	1	1	0	1	1
Black	15%	0	3	13	24	25	18	24	24	7	22	12	18	11	6	3	5	9	6	3	6
Hispanic	25%	89	59	29	14	2	5	1	1	6	8	7	8	22	16	38	16	35	30	68	52
White (Not of Hispanic Origin)	58%	10	35	55	59	66	74	71	74	84	67	78	71	60	74	56	75	53	61	28	38
Total # Tested in Thousands	218.6	13.6	8.4	4.6	47.1	7.5	7.3	10.9	4.2	3.3	32.6	18.9	7.6	12.3	3.6	3.8	5.7	6.7	5.4	9.6	21.1

NOTE: Total ethnic percentages for the state and for each region do not equal 100% due to rounding and/or coding omissions.

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TABLE IX
MATHEMATICS: GRADE 9
PERCENTAGES OF STUDENTS MASTERING MATHEMATICS OBJECTIVES FOR THE STATE AND FOR TWENTY EDUCATION SERVICE CENTER REGIONS

	PERCENT OF STUDENTS DEMONSTRATING MASTERY											
	1 Add/Subtract Whole Numbers	2 Multiply/Divide Whole Numbers	3 Solve Problems: +, −, x, ÷	4 Use Fractions Mixed Nos. to +, −, x	5 Use Decimals to +, −, x, ÷	6 Solve Personal Finance Problems	7 Solve Problems Using Money	8 Use Measurement Units	9 Use Ratio/Proportion/Percent	10 Read Maps	11 Read, Interpret Charts/Graphs	PERCENT MASTERING SUBTEST
REGION I	92	80	51	52	69	31	73	61	36	68	81	61
REGION II	94	83	58	61	73	41	78	69	46	75	87	69
REGION III	94	85	63	61	77	43	79	71	51	77	88	73
REGION IV	92	83	63	61	76	47	79	72	53	77	88	72
REGION V	93	82	58	57	73	40	76	68	48	74	87	68
REGION VI	92	82	60	57	73	45	77	70	49	76	88	69
REGION VII	92	82	60	58	72	42	77	71	50	74	87	69
REGION VIII	93	84	60	59	72	42	78	70	50	74	89	71
REGION IX	93	84	65	60	74	47	80	74	54	80	90	74
REGION X	91	80	61	59	74	48	76	70	53	77	87	70
REGION XI	93	82	65	62	75	50	80	75	55	81	90	74
REGION XII	94	84	64	63	74	45	79	72	52	77	89	72
REGION XIII	93	83	63	65	78	47	77	72	53	79	87	73
REGION XIV	94	85	66	62	78	46	80	74	55	79	91	75
REGION XV	93	85	61	63	77	45	77	73	53	75	88	73
REGION XVI	95	89	69	75	83	52	83	78	61	82	92	81
REGION XVII	93	84	57	62	76	42	76	68	48	75	87	70
REGION XVIII	93	84	63	64	77	45	79	71	51	79	89	73
REGION XIX	94	81	53	54	78	32	75	66	43	73	85	65
REGION XX	91	78	57	54	72	38	74	65	45	74	84	64
Statewide Percentages	93	82	61	60	75	44	77	70	50	76	87	70

TABLE X

READING: GRADE 9

PERCENTAGES OF STUDENTS MASTERING READING OBJECTIVES FOR THE STATE AND FOR TWENTY EDUCATION SERVICE CENTER REGIONS

	PERCENT OF STUDENTS DEMONSTRATING MASTERY											
	1 Identify Main Idea	2 Sequence Events	3 Perceive Cause-Effect	4 Evaluate Information	5 Distinguish Fact, Non-Fact	6 Draw Conclusions	7 Make Generalizations	8 Follow Written Directions	9 Use Parts of Book	10 Use Reference Skills	11 Use Maps, Charts	PERCENT MASTERING SUBTEST
REGION I	62	59	61	65	38	48	44	89	47	75	61	51
REGION II	72	71	71	77	54	61	55	91	55	85	72	67
REGION III	73	71	71	77	54	64	57	92	56	86	76	69
REGION IV	74	73	74	79	63	66	60	93	61	87	76	72
REGION V	74	73	73	80	57	68	59	91	58	86	74	71
REGION VI	74	73	74	80	62	68	60	92	58	87	77	72
REGION VII	74	73	74	80	57	67	60	91	58	85	75	71
REGION VIII	74	74	75	80	58	69	60	91	58	85	77	72
REGION IX	79	78	78	84	67	73	65	94	61	90	81	79
REGION X	74	72	74	79	62	68	61	93	62	85	76	72
REGION XI	79	78	79	84	67	74	65	94	62	87	81	78
REGION XII	76	75	74	81	61	70	61	93	61	88	78	74
REGION XIII	74	72	73	79	61	67	60	93	60	87	75	71
REGION XIV	77	77	78	84	64	72	62	94	59	89	79	75
REGION XV	73	72	71	76	54	64	57	91	53	84	75	67
REGION XVI	80	78	79	84	64	74	64	93	62	90	83	79
REGION XVII	71	71	71	77	53	64	56	92	57	85	72	67
REGION XVIII	76	75	74	81	59	68	60	93	58	86	77	72
REGION XIX	69	68	68	73	49	59	52	92	51	78	67	62
REGION XX	69	66	67	73	51	59	53	91	54	82	68	62
Statewide Percentages	73	72	73	78	58	66	58	92	58	85	75	70

TABLE XI

WRITING: GRADE 9

PERCENTAGE OF STUDENTS MASTERING WRITING OBJECTIVES FOR THE STATE AND FOR TWENTY EDUCATION SERVICE CENTER REGIONS

	PERCENT OF STUDENTS DEMONSTRATING MASTERY						WRITING SAMPLE Percent of Students Performing at Each Level							PERCENT MASTERING SUBTEST
	1	2	3	4	5	6	Handwriting				Organization of Ideas and Approp. Response-Purpose/Audience RAW SCORE			
	Spelling	Punctuation	Capitalization	Correct English Usage	Sentence Structure	Commonly Used Forms	Acceptable	Hard to Read	Illegible	Not Ratable	4 or 3	2	1 or 0	
REGION I	79	58	86	47	77	70	85	11	0	4	1	49	50	48
REGION II	85	66	90	61	81	79	86	12	0	2	2	57	42	56
REGION III	86	69	90	63	83	80	84	14	0	1	3	63	34	63
REGION IV	85	68	89	66	82	84	86	12	0	2	2	59	39	59
REGION V	84	63	88	64	81	81	79	20	0	1	2	62	37	61
REGION VI	86	67	89	63	82	82	86	13	0	1	3	60	37	61
REGION VII	86	68	89	66	83	81	88	11	0	1	2	60	37	60
REGION VIII	87	68	90	66	85	81	85	15	0	1	2	61	3	62
REGION IX	87	70	91	69	85	86	85	14	0	1	2	64	34	65
REGION X	85	69	88	67	83	85	88	9	0	3	2	56	42	57
REGION XI	86	69	91	72	85	86	88	10	0	2	2	63	35	63
REGION XII	87	70	60	68	84	83	85	14	0	1	2	63	35	63
REGION XIII	85	68	88	66	83	82	88	10	0	2	2	60	38	60
REGION XIV	86	71	91	69	87	85	90	9	0	1	3	63	35	63
REGION XV	83	63	87	63	81	77	80	14	0	2	3	60	37	60
REGION XVI	86	69	91	69	85	85	86	13	0	1	3	65	32	66
REGION XVII	85	65	80	62	81	80	87	12	0	1	2	58	40	58
REGION XVIII	85	67	90	66	85	83	88	11	0	1	3	60	37	62
REGION XIX	82	63	89	59	82	79	87	10	0	3	1	57	42	56
REGION XX	82	61	86	59	78	77	83	13	0	4	2	54	44	54
Statewide Percentages	84	67	89	64	82	82	86	12	0	2	2	58	40	59

Results by Sex, Ethnicity, and Family Income

Mathematics

Sex (Figure 16)

Mastery percentages of females were higher than those of males on seven objectives and mastery percentages of males were higher than those of females on four. Differences were relatively narrow for most objectives; however, for two objectives female performance exceeded that of males by seven points:

- solve problems using money
- use fractions/mixed numbers to add, subtract, and multiply

On one objective male performance exceeded that of females by six points:

- read maps

Sixty-eight percent of the males and 72 percent of the females mastered the total mathematics test.

Ethnicity (Figure 17)

Mastery percentages attained by students in the "other" group exceed 85 percent for three objectives. For both the black and Hispanic groups, mastery percentages were above 85 percent for one objective. Mastery percentages for black students were below 50 percent for five objectives. Hispanic students were below 50 percent for four objectives.

The percentages of students mastering the total mathematics test in each of the three groups and for the total statewide ninth grade population were:

Student Group	Mastery Percentages for the Mathematics Test
Black	42
Hispanic	58
Other	82
Statewide (all ninth graders)	70

Eligibility for Free or Reduced Price Meals/Family Income (Figure 18)

The mastery percentages for students identified as coming from low income families were below those of students who were not from low income families on all objectives. Differences between the two groups ranged from five to 25 points.

For the total mathematics test, mastery was attained by 51 percent of the students from low income families and 75 percent of the students not from low income families.

MATHEMATICS: GRADE 9
PERCENT OF STUDENTS MASTERING OBJECTIVES BY MALES AND FEMALES

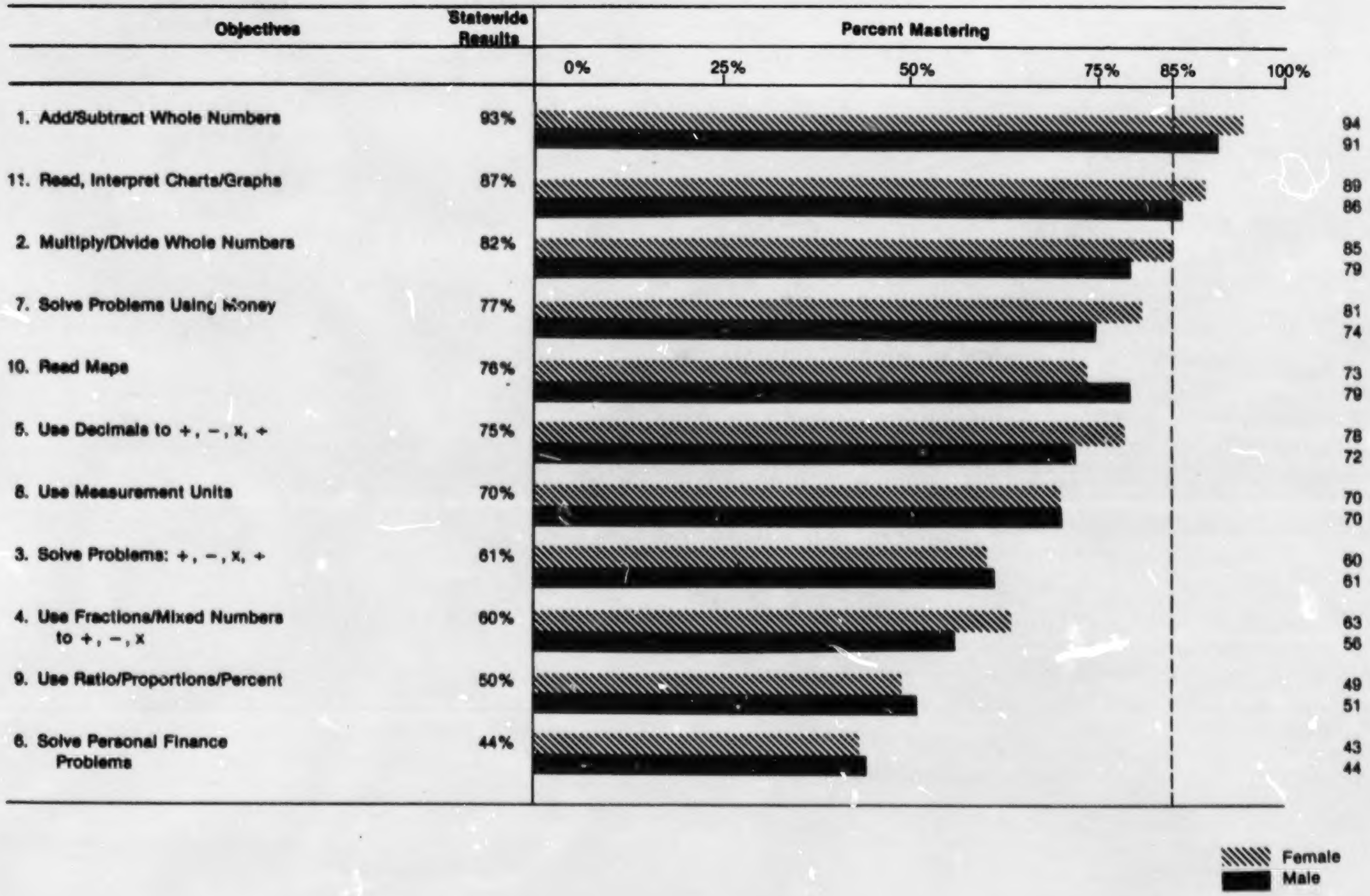

Figure 16

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MATHEMATICS: GRADE 9
PERCENT OF STUDENTS MASTERING OBJECTIVES BY ETHNIC GROUP

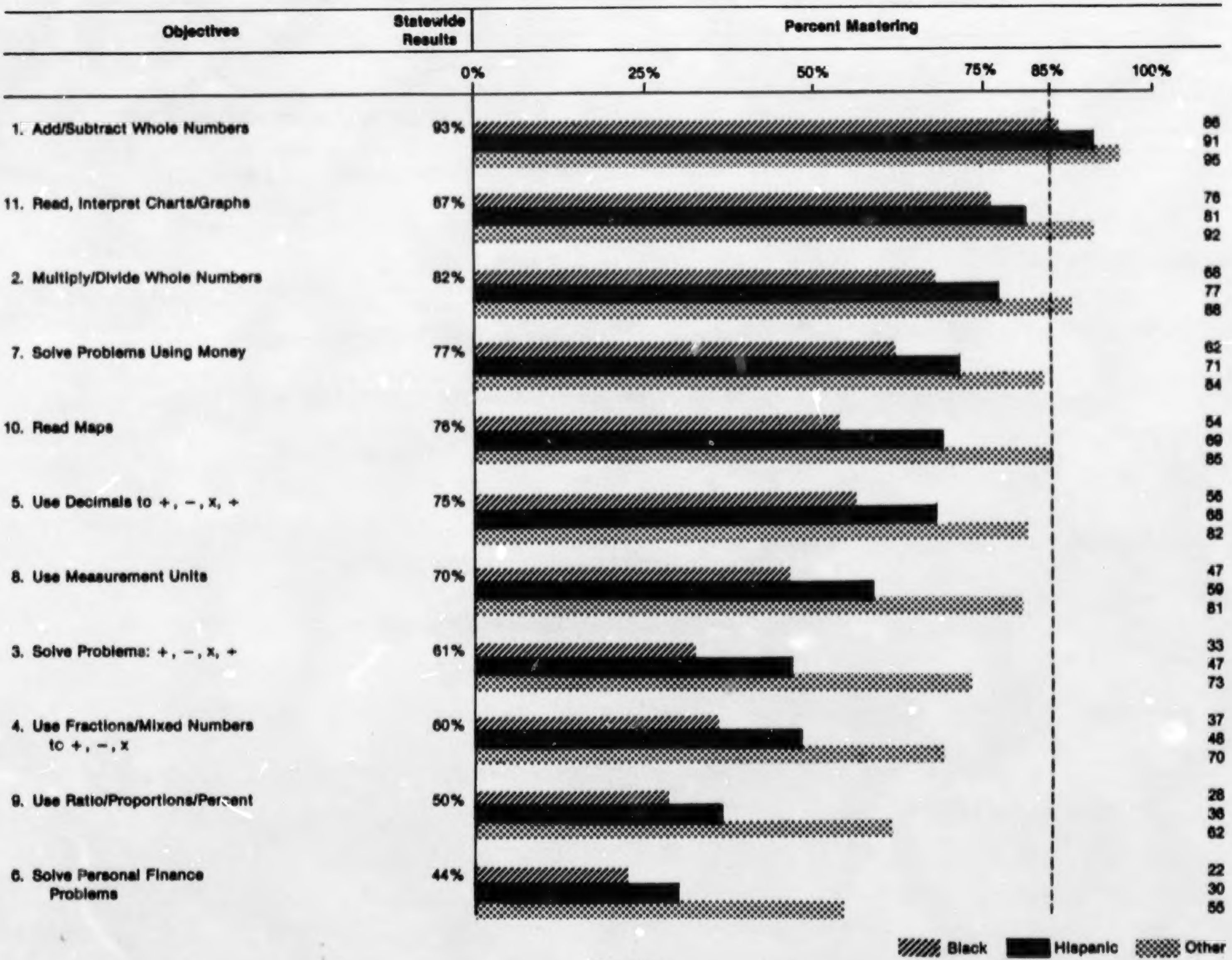

Figure 17

MATHEMATICS: GRADE 9
PERCENT OF STUDENTS MASTERING OBJECTIVES BY ELIGIBILITY FOR FREE OR REDUCED PRICE MEALS

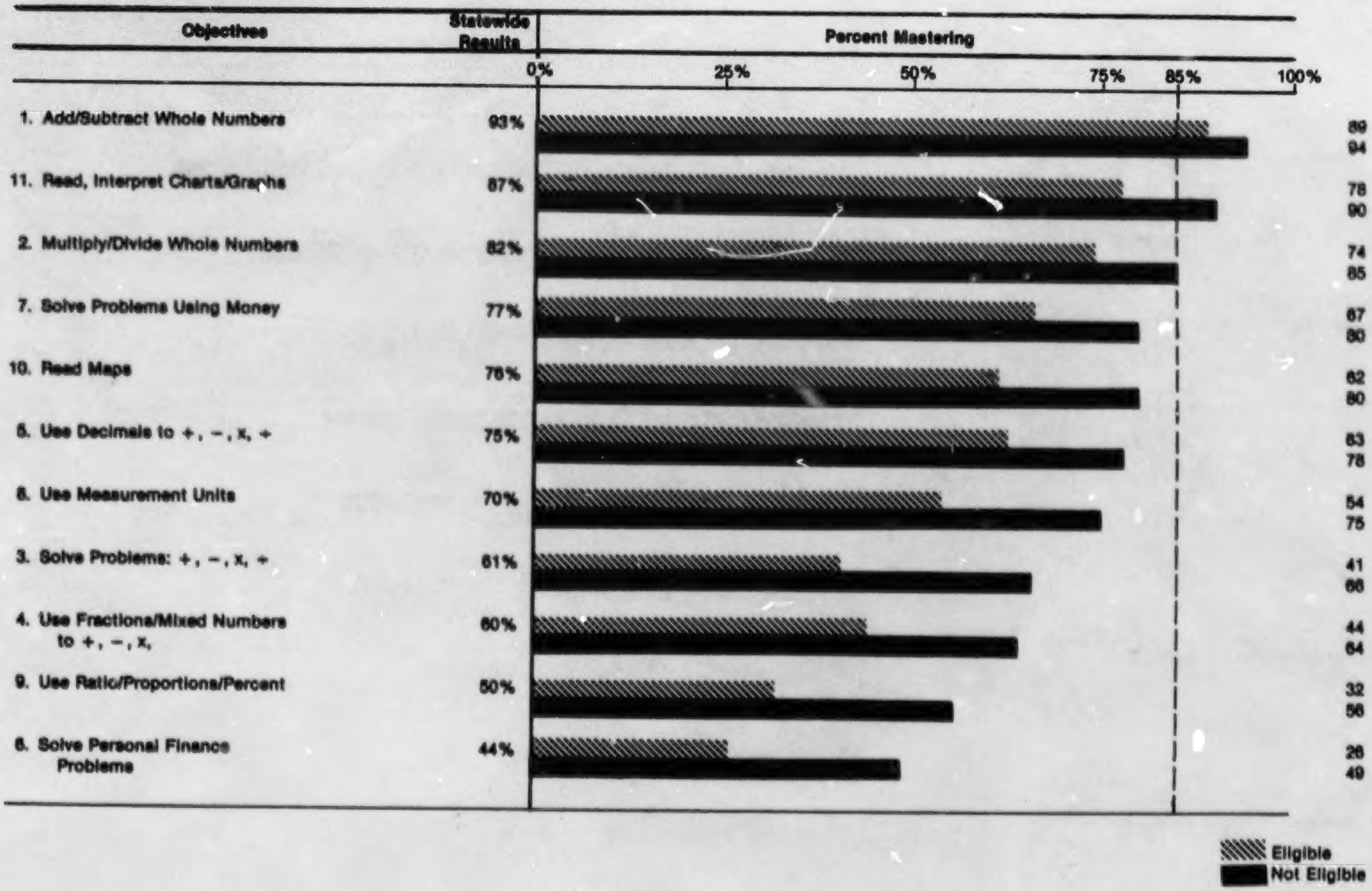

Figure 18

Results by Sex, Ethnicity, and Family Income

Reading

Sex (Figure 19)

Mastery percentages of females were higher than those of males on all of the exit level reading objectives. For four of the objectives, female performance was seven or eight points above that of males:

- identify the main idea
- perceive cause and effect
- sequence events
- draw conclusions

Mastery of the total reading test was attained by 73 percent of the females and by 66 percent of the males.

Ethnicity (Figure 20)

The performance of students in the "other" group equalled or exceeded the 85 percent level for four objectives. The black and Hispanic groups did not attain the 85 percent level on any of the objectives. The percentages of students mastering the total reading test in each of the three ethnic groups and for the total state ninth grade population were:

Student Group	Mastery Percentages for the Total Reading Test
Black	44
Hispanic	52
Other	83
Statewide (all ninth graders)	70

Eligibility for Free or Reduced Price Meals/Family Income (Figure 21)

The mastery percentages attained by students eligible to participate in the school lunch program were below those attained by students who were not eligible on all objectives. Performance differences between students from these two income groups (low income and not low income) ranged from eight to 30 points across all 11 reading objectives. The percentages of students mastering the total reading test were 46 for low income students and 77 for students who were not low income.

READING: GRADE 9
PERCENT OF STUDENTS MASTERING OBJECTIVES BY MALES AND FEMALES

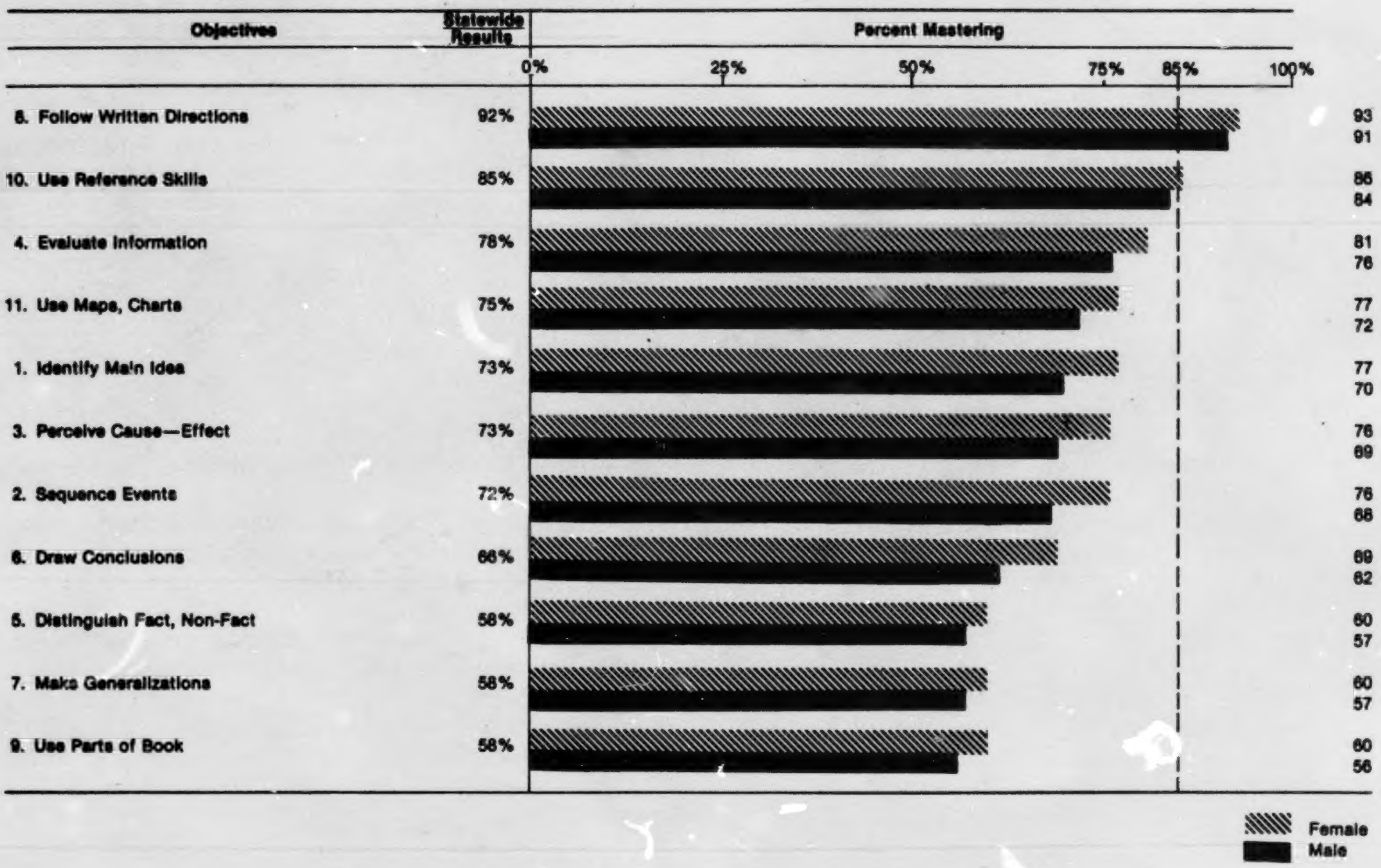

Figure 19

READING: GRADE 9
PERCENT OF STUDENTS MASTERING OBJECTIVES BY ETHNIC GROUP

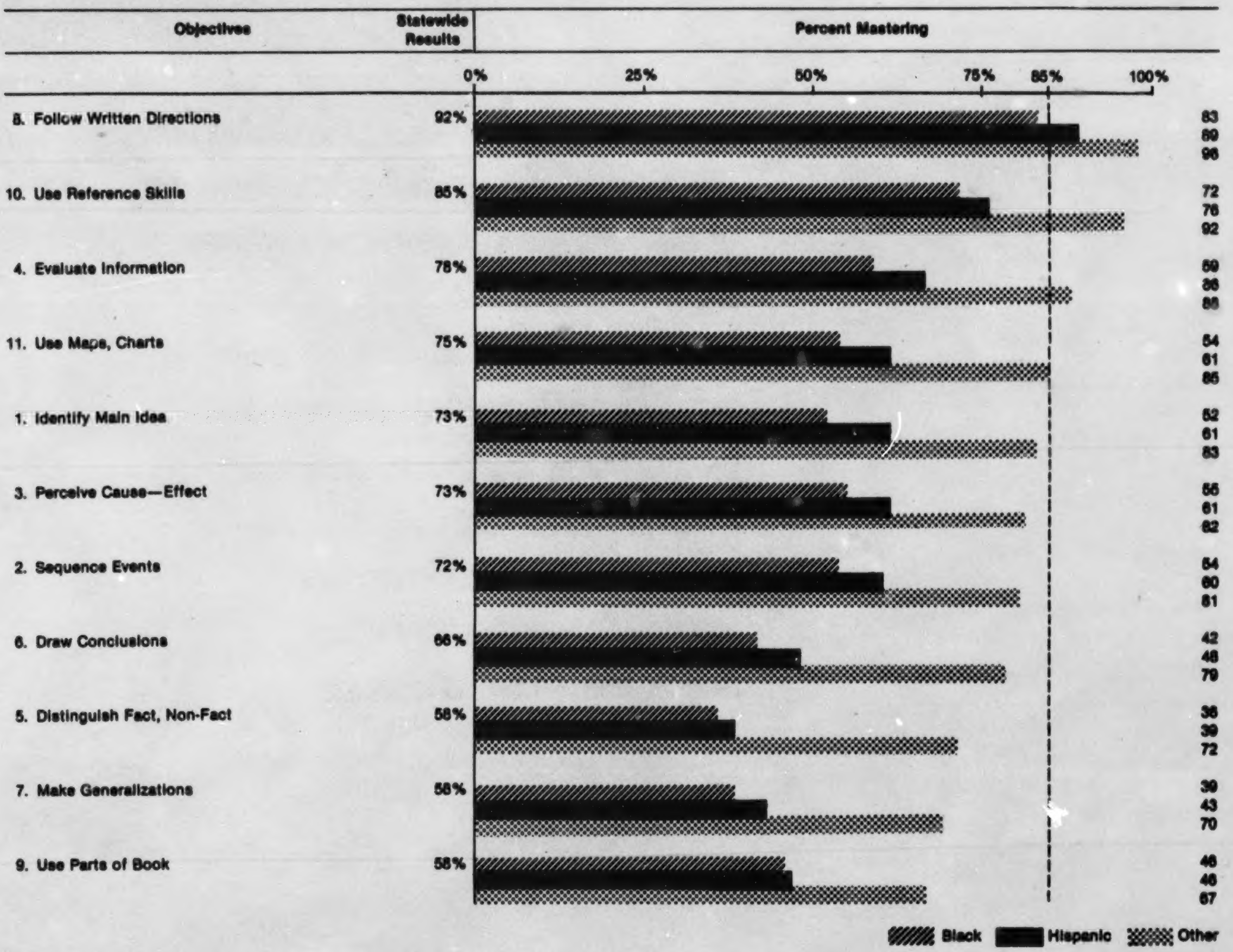

Figure 20

READING: GRADE 9
PERCENT OF STUDENTS MASTERING OBJECTIVES BY ELIGIBILITY FOR FREE OR REDUCED PRICE MEALS

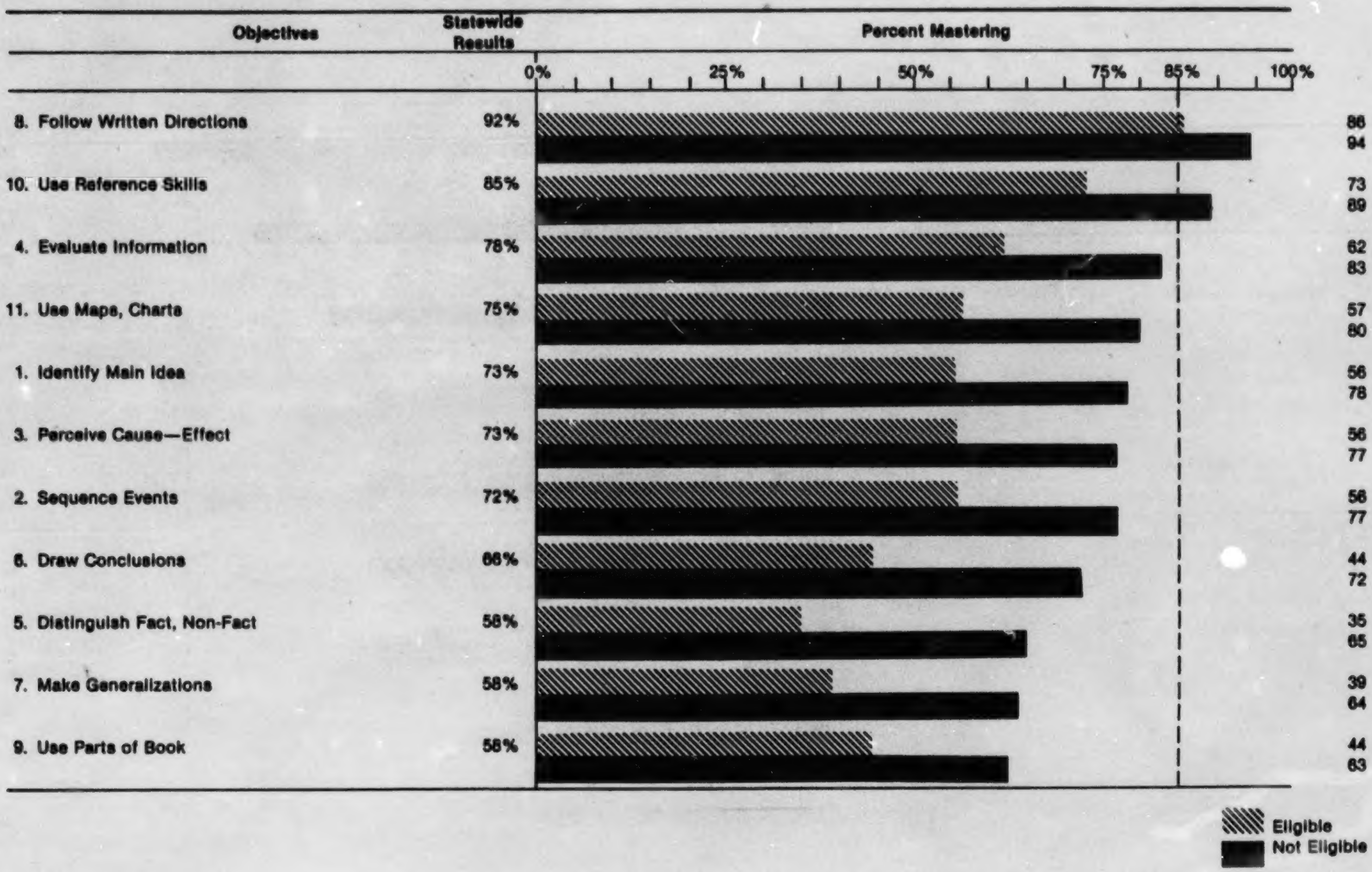

Figure 21

Results by Sex, Ethnicity, and Family Income

Writing

Sex (Figure 22)

The performance of females was higher than that of males on all of the six writing objectives measured with multiple-choice test items. Performance differences between males and females were somewhat greater than those for mathematics and reading. The percentages of students mastering the total writing test were 52 for males and 65 for females.

Ethnicity (Figure 23)

The mastery percentages attained by students in the "other" group exceeded the 85 percent level on four of the six objectives measured by multiple-choice test items. Black students did not attain the 85 percent level for any of the objectives and Hispanic students attained the 85 percent level for one objective. The percentages of students mastering the total writing test in each of the ethnic groups and for the statewide ninth grade population were:

Student Group	Mastery Percentages for the Total Writing Test
Black	34
Hispanic	45
Other	68
Statewide (all ninth graders)	59

Eligibility for Free or Reduced Price Meals/Family Income (Figure 24)

The mastery percentages of students identified as being from low income families were below those of students who were not from low income families for all of the writing objectives measured by multiple-choice test items. The performance difference between these two groups was greatest for the objective relating to correct English usage (28 points).

Mastery of the total writing test was attained by 40 percent of the students from low income families and by 64 percent of those students not from low income families.

WRITING: GRADE 9
PERCENT OF STUDENTS MASTERING OBJECTIVES AND WRITTEN COMPOSITION RATING BY MALES AND FEMALES

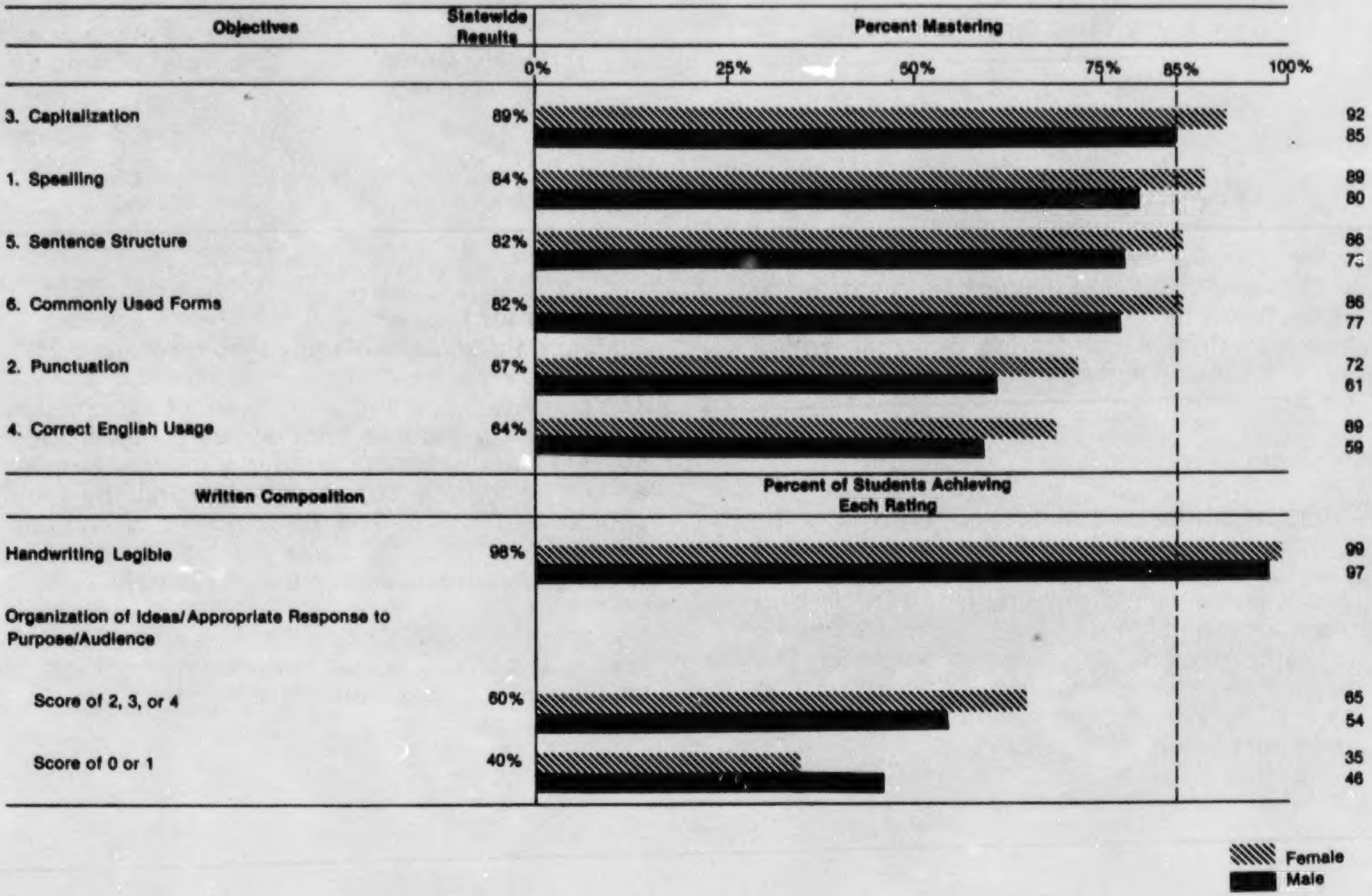

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Figure 22

WRITING: GRADE 9
PERCENT OF STUDENTS MASTERING OBJECTIVES AND WRITTEN COMPOSITION RATING BY ETHNIC GROUPS

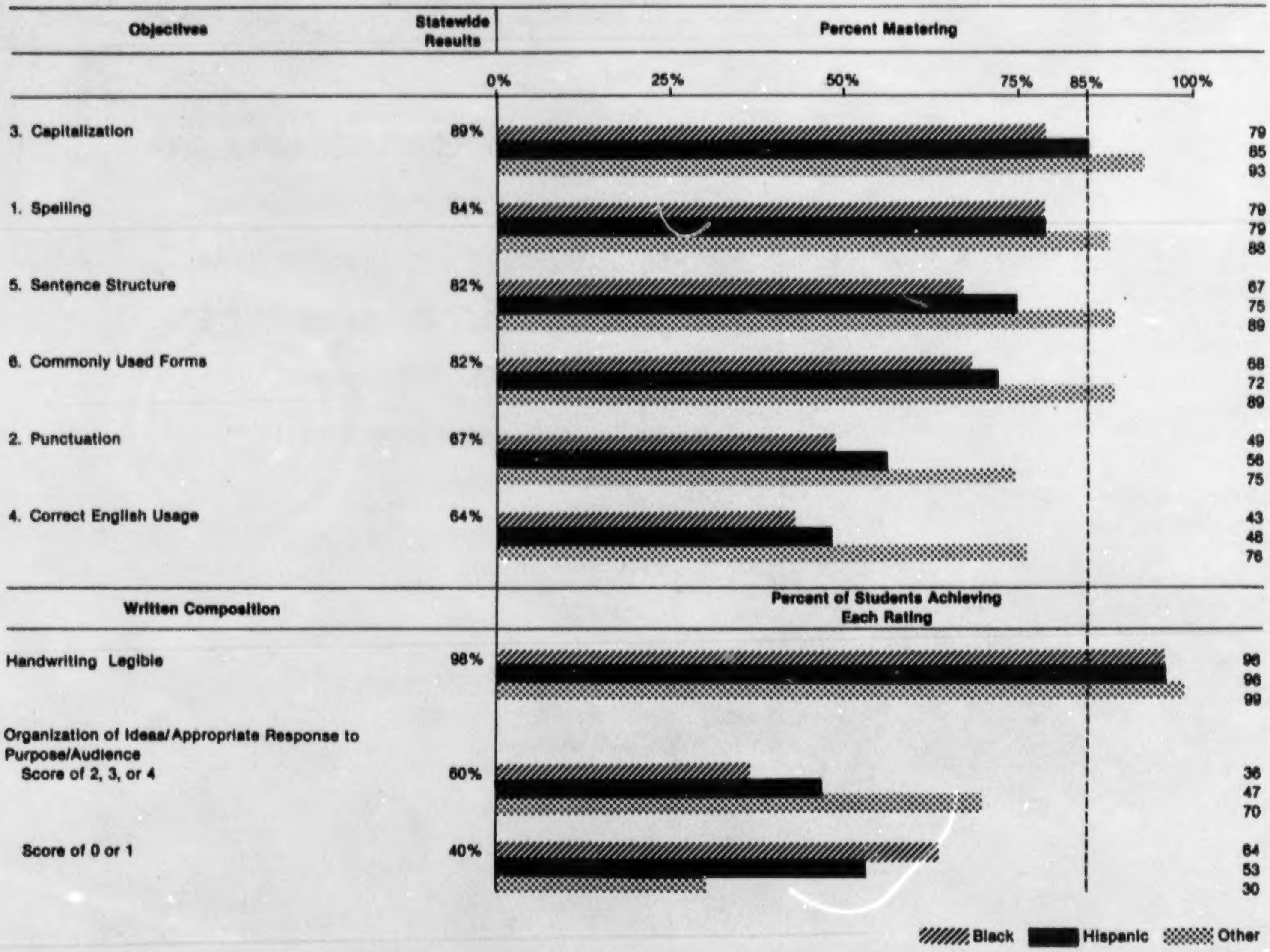

Figure 23

WRITING: GRADE 9

PERCENT OF STUDENTS MASTERING OBJECTIVES AND WRITTEN COMPOSITION RATINGS BY ELIGIBILITY FOR FREE OR REDUCED PRICE MEALS

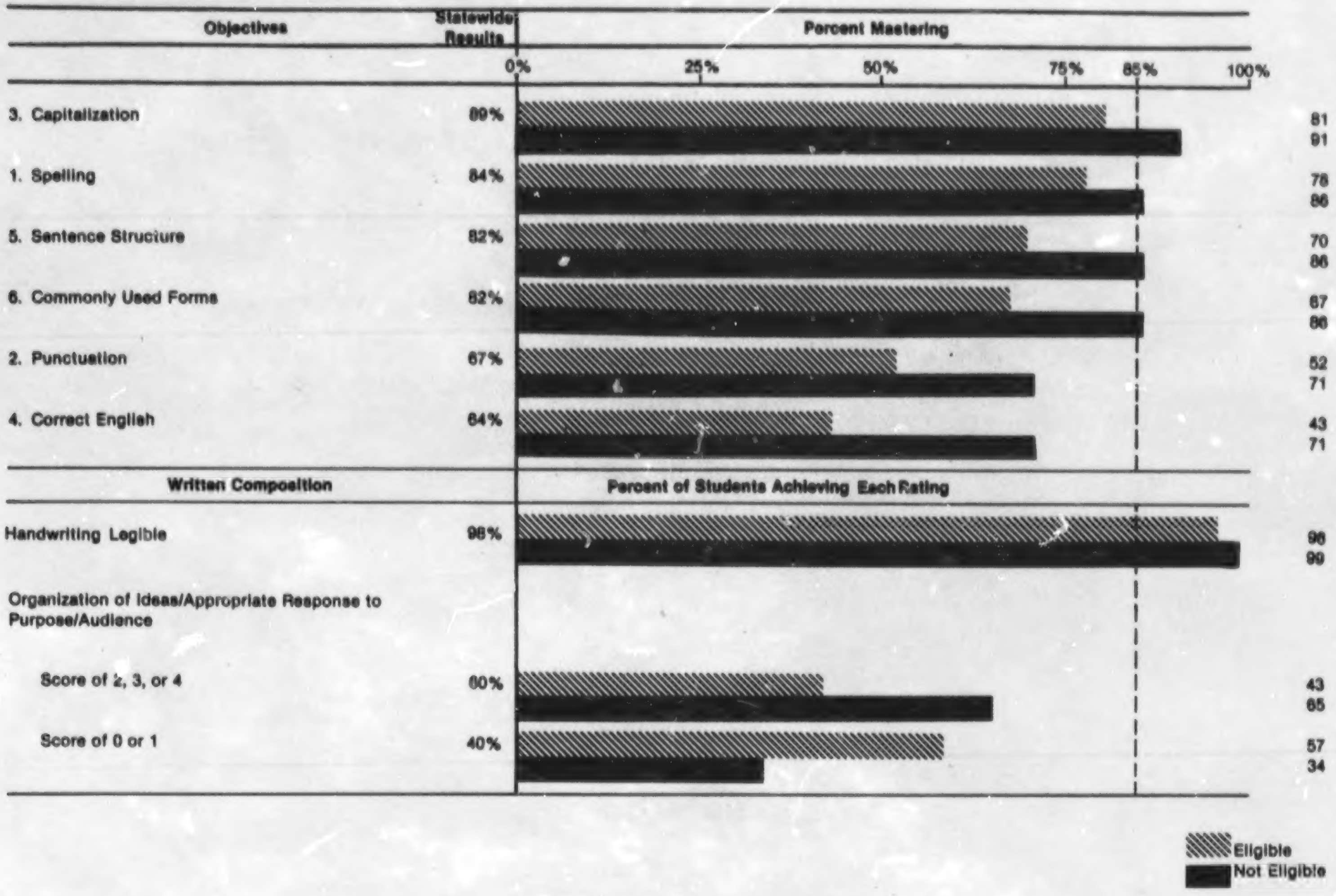

Figure 24

Results for Student Populations with Special Learning Characteristics

Information was accumulated about ninth grade students participating in four different types of education programs: bilingual education, special education, Title I (regular and migrant), and gifted and talented. Additionally, performance information about non-English speaking and writing students was also collected. Students in this category were not exempted from TABS testing. The results of testing these student populations with special learning characteristics are shown in Appendix D.

On all objectives mastery percentages for participants in bilingual education, special education, and Title I programs were below those of non-participants. Students in Title I regular programs attained higher mastery percentages than those attained by Title I migrant students for the majority of objectives on all of the three tests. Performance differences can be more clearly observed in the percentages of students mastering the total test in each subject area (refer to Appendix D). Students who were identified by school officials as being non-English speaking and writing performed less well than English speaking students. However, these students exhibited better than expected skills in mathematics. Twenty-seven percent mastered the total mathematics test.

School officials were asked to code student answer folders at the time of testing to indicate whether each student "participates in a state funded gifted and talented program." Students identified as participating in gifted and talented programs attained higher performance levels than those who were identified as non-participants.

SECTION VI

Summary of Findings and Conclusion

In accord with the mandate from the Sixty-sixth Texas Legislature, criterion-referenced tests were built specifically to measure basic skills and competencies in mathematics, reading, and writing being taught in Texas schools. A total of 433,520 students in grades five and nine took the tests, representing 98 percent of eligible students in those two grades. Ninth graders were tested on competencies and proficiency levels expected to be mastered by students at the exit level of high school, that is, near the end of the twelfth grade.

The TABS tests included a significant advancement upon the multiple-choice tests typically used to measure student achievement in written composition: Students in both fifth and ninth grades were asked to write an actual composition on an assigned topic and this writing sample was scored by trained graders. Fifth graders write a composition of a descriptive or expressive type, while ninth graders were required to write a composition recommending a course of action and offering persuasive reasons to support that recommendation. From this initial experience in measuring students' writing proficiency through actual writing samples several important things were learned about the designing writing prompts (test items), developing criteria for scoring, and carrying out the scoring process. This experience is being used to improve the quality and accuracy of measurement of students' writing samples on future tests.

From the analysis of the results of student performance on the TABS instruments administered to Texas students in 1980, the following findings are made:

1. Many Texas students demonstrated that they are making satisfactory progress toward mastery of those basic competencies in mathematics, reading, and written composition as measured by these six criterion-referenced tests. On the exit-level mathematics and reading tests, seventy percent of ninth graders attained the mastery level established by the State Board of Education for the total tests. Fifty-nine percent of ninth graders attained the mastery level for the total exit-level writing test. About two-thirds of fifth graders demonstrated good to excellent performance on the writing sample.

2. However, there were significant numbers of students who did not demonstrate minimum expected mastery of a number of the basic competencies tested. This was particularly true with respect to some of those competencies which call for higher order thinking skills or application of skills to solving a problem.

3. There were several areas in which performance was generally high among both fifth and ninth grade students:

   Mathematics
   - addition and subtraction of whole numbers
   - interpretation of graphs and charts

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Reading
- following written directions
- use of indexes and reference skills

Writing
- handwriting
- capitalization
- spelling
- use of commonly used forms
- sentence structure

4. By contrast, there were several areas in which performance was generally low among students at both grade levels:

Mathematics
- solving certain types of word problems involving application to the real world

Reading
- distinguishing between fact and non-fact
- drawing conclusions from material read
- identifying the main idea of a passage
- arranging events in sequence

Writing
- punctuation
- correct English usage

5. When analyzed according to demographic factors, the data reveal a number of differences among sub-populations of students:

- Performance of females in both fifth and ninth grades was generally better than that of males. Higher percentages of females than males at both levels demonstrated mastery of all competencies tested in reading and writing.

  Higher percentages of females than males attained the mastery level for the total test on each of three exit-level tests. The most dramatic difference between aggregate performance of males and females occurred on the exit-level writing test, where thirteen percent more females than males attained the mastery level for the total test. Eleven percent more females than males wrote a composition that was judged to be satisfactory or better (i.e., attained a rating of 2, 3, or 4 as shown in Figure 22).

- With the exception of those objectives involving computation skills, aggregate performance of students from low-income families was substantially lower than performance of students not from low-income families.

- With very few exceptions, aggregate performance of black students was lower than that of Hispanic students; performance of Hispanic students was consistently lower than that of "other" students.

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Conclusion

The State Board of Education has established and reaffirmed its priority for improving the student achievement in mathematics, reading, and writing. While many students are found to be successfully achieving the basic competencies in these curriculum areas, the Board calls upon all those responsible for the education of children and youth in Texas—elementary and secondary schools, teacher education institutions, and the regional education service centers—to join with the Texas Education Agency in finding the causes for low achievement among significant numbers of students and in instituting improvements in curriculum, instructional practice, instructional materials, professional teaching skills, organizational patterns, and resources that will ensure for every student in Texas the fullest possible opportunity to master these basic skills.

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APPENDIX A

WRITING SAMPLE RAW SCORES
Grade 5

Aim of the piece of writing: To tell a story involving certain details.

This particular writing exercise invites the writer to enter the situation of someone who has seen an accident involving a vehicle and who is to tell those who were not there what happened. But unlike many invitations to tell stories, this one is limited by the notion of an "accident" and by the picture that is provided with the exercise. Thus the writer must keep his or her story consistent with the important written and visual cues of the stimulus.

Description of raw score points on the writing sample: Below is a general description of each possible score point for the writing sample.

0 = Not possible to assess the abilities of the writer to work within the given writing task
- offers no response or "I don't know"
- merely copies the stimulus
- writes illegibly
- overtly refuses to engage the task
- addresses a different topic

1 = Writer does not compose a story about the vehicle shown or writes a story about the vehicle but that story is incoherent or out of control
- does not tell a story (may be merely lists of words or descriptions of parts of the picture)
- story is incoherent because of garbled syntax
- details are confused

2 = Writer's story is not about the vehicle's accident, the story about the vehicle's accident is inconsistent, or the story of the vehicle's accident is a bare record of events
- does not mention or assume an accident
- writes about the accident but has serious inconsistencies and irrelevancies
- writes about the accident but the story is only a bare record of events and includes no elaborative detail

3 = In writing about the vehicle's accident, the writer creates a consistent story with some elaboration
- writes a consistent story with some elaboration that makes the story seem more real
- writes a consistent and elaborated story about the accident but does not mention or assume that a building, one of the major visual cues, was involved in that accident

4 = The writer tells a story about the vehicle's accident which creates a consistent and fully elaborated story
- includes elaborative details as an integral part of the story line
- writes a fully developed story employing the major visual cues of the picture

WRITING SAMPLE RAW SCORES
Exit Level

Aim of the piece of writing: To persuade a given audience that one of many choices is better than the rest.

This particular writing exercise invites the writer to make a choice of one of many school programs and to persuade a school official that one program is the best one to keep. The writer persuades the school official by presenting appropriate logical appeals.

Description of raw score points in the writing sample: Below is a general description of each possible score point for the writing sample:

0 = Not possible to assess the abilities of the writer to work within the given writing task
- offers no response or "I don't know"
- merely copies the stimulus
- writes illegibly
- overtly refuses to engage the task
- denies one or more of the basic assumptions of the stimulus
- addresses a different topic

1 = Writer makes an attempt to achieve the aim of the exercise but does not create an argument in favor of one course of action
- does not choose a single course of action
- chooses one option but does not support it with more than a single elaborated reason
- chooses one option but provides reasons which the school official would find inappropriate

2 = Writer does not give reasons to support a single option
- gives resons which seem more like a list than an argument
- chooses one course of action but instead of undercutting the other options, merely lists them in order of preference

3 = Writer develops moderately one or more arguments in favor of a single option
- gathers reasons into one or more arguments likely to persuade the school official
- may argue for one particular option, against all other options, or both

4 = Writer argues systematically in favor of a single course of action
- gathers arguments into a systematically persuasive strategy

APPENDIX B
DEMOGRAPHIC AND PROGRAM INFORMATION ABOUT EACH STUDENT PROVIDED BY THE SCHOOLS

Sex

- Male
- Female

Ethnic Group

- American Indian or Alaskan Native
- Asian or Pacific Islander
- Black not of Hispanic Origin
- Hispanic
- White not of Hispanic Origin

Eligible for Free or Reduced Price Meals

Participant in State Funded Gifted and Talented Program

Special Education

- Learning Disability
- Emotionally Disturbed
- Speech Handicapped
- Other

Bilingual Program

- Spanish/English Program
- Other Bilingual Program
- Does Not Apply

Non-English Speaking and Writing

APPENDIX: C

GRADE 5: MATHEMATICS

PERCENTAGES OF STUDENTS MASTERING OBJECTIVES ACCORDING TO PARTICIPATION IN SPECIAL PROGRAMS

	NO. OF STUDENTS TESTED	PERCENT OF STUDENTS DEMONSTRATING MASTERY												PREDICTED NRT PERCENTILE
		1	2	3	4	5	6	7	8	9	10	11	12	
		Geometric Terms, Figures	Interpret Place Value	Add Whole Numbers	Subtract Whole Numbers	Multiply Whole Numbers	Divide Whole Numbers	Solve Word Problems: +, −	Solve Word Problems: X, ÷	Units of Measure	Interpret Graphs	Identify Equivalent Fractions	Sequence Numbers	
Eligibility for Free or Reduced Price Meals														
Eligible	78,865	34	30	81	65	59	58	63	38	76	67	30	54	37
Not Eligible	133,324	51	54	88	83	78	79	84	66	91	90	53	80	65
Special Education Programs														
Participants	12,994	23	24	62	49	39	41	44	26	53	48	23	37	14
Non-Participants	200,953	46	46	86	77	72	72	78	57	87	83	45	72	56
Bilingual Programs														
Participants	17,417	31	26	80	63	57	55	57	33	69	58	25	48	29
Non-Participants	194,792	46	47	86	77	72	72	78	57	87	84	46	72	57
Title I Programs														
Participants in Regular	35,360	28	24	77	59	51	50	54	26	71	59	23	45	26
Participants in Migrant	4,898	29	25	80	65	59	57	57	32	67	57	22	44	29
Participants in Both	1,674	25	17	77	57	48	49	46	23	62	48	18	36	23
Non-Participants	170,277	49	51	87	80	75	76	82	62	89	87	50	77	61
Gifted and Talented Programs														
Participants	2,453	79	83	95	94	91	93	96	92	98	97	87	94	92
Non-Participants	209,746	44	45	85	75	70	71	76	56	85	81	44	70	53
Non-English Speaking Students	1,974	14	9	47	33	38	34	22	10	29	19	12	20	1

GRADE 5: READING
PERCENTAGES OF STUDENTS MASTERING OBJECTIVES ACCORDING TO PARTICIPATION IN SPECIAL PROGRAMS

	NO. OF STUDENTS TESTED	PERCENT OF STUDENTS DEMONSTRATING MASTERY											
		1 Identify Main Idea	2 Recall Facts, Details	3 Sequence Events	4 Distinguish Fact, Non-Fact	5 Draw Conclusions	6 Predict Outcomes	7 Use Context Clues	8 Use Index	9 Use Maps, Charts	10 Follow Written Directions	11 Identify Character Feelings	PREDICTED NRT PERCENTILE
Eligibility for Free or Reduced Meals													
Eligible	78,105	37	73	49	17	46	37	76	74	65	72	54	33
Not Eligible	132,551	63	91	76	47	78	62	93	87	88	90	82	66
Special Education Programs													
Participants	12,939	23	43	30	14	30	25	49	45	41	47	33	7
Non-Participants	201,052	54	86	67	37	67	54	88	83	80	84	73	55
Bilingual Programs													
Participants	17,235	30	64	39	12	36	28	67	68	57	64	43	25
Non-Participants	193,421	55	86	68	38	69	55	87	84	82	85	74	57
Title I Programs													
Participants in Regular	35,119	26	65	39	11	36	27	71	68	57	66	43	26
Participants in Migrant	4,859	29	65	40	11	35	29	66	66	56	63	41	25
Participants in Both	1,668	22	58	30	7	28	24	62	64	47	59	31	20
Non-Participants	169,010	59	89	72	42	74	59	91	86	85	88	79	61
Gifted and Talented Programs													
Participants	2,452	87	98	92	81	94	84	98	97	97	97	95	88
Non-Participants	208,204	53	84	66	35	66	52	87	82	79	83	71	52
Non-English Speaking Students	1,974	10	18	13	3	9	10	20	27	17	23	12	1

GRADE 5: WRITING
PERCENTAGES OF STUDENTS MASTERING OBJECTIVES ACCORDING TO PARTICIPATION IN SPECIAL PROGRAMS

	NO. OF STUDENTS TESTED	PERCENT OF STUDENTS DEMONSTRATING MASTERY						WRITING SAMPLE: Percent of Students Performing at Each Level						
		1	2	3	4	5	6	Handwriting				Organization of Ideas and Approp. Response-Purpose/Audience		
		Spelling	Punctuation	Capitalization	Correct English Usage	Sentence Structure	Commonly Used Forms	Acceptable	Hard to Read	Illegible	Not Ratable	RAW SCORE 4 or 3	2	1 or 0
Eligibility for Free or Reduced Price Meals														
Eligible	78,551	89	45	78	51	71	82	91	6	0	2	49	39	12
Not Eligible	132,868	97	73	92	79	89	94	97	3	0	0	73	24	3
Special Education Programs														
Participants	13,055	82	28	52	31	45	54	85	11	0	4	34	45	21
Non-Participants	201,864	95	64	88	70	84	[illegible]	95	4	0	1	66	29	6
Bilingual Programs														
Participants	17,283	83	37	69	46	64	75	87	7	0	7	42	39	18
Non-Participants	194,136	95	65	88	70	84	91	96	4	0	0	66	29	5
Title I Programs														
Participants in Regular	35,180	87	34	72	39	65	78	90	8	0	2	39	47	14
Participants in Migrant	4,885	83	35	70	45	63	74	85	9	0	6	39	44	17
Participants in Both	1,667	84	27	66	34	56	70	88	8	0	3	33	49	17
Non-Participants	169,687	96	70	90	75	87	93	96	3	0	1	71	25	4
Gifted and Talented Programs														
Participants	2,452	99	93	98	95	97	98	98	2	0	0	90	9	1
Non-Participants	208,967	93	61	85	67	81	88	95	4	0	1	64	30	6
Non-English Speaking Students	1,974	33	12	25	13	19	26	39	5	0	56	7	16	77

APPENDIX: D
GRADE 9: MATHEMATICS
PERCENTAGES OF STUDENTS MASTERING OBJECTIVES ACCORDING TO PARTICIPATION IN SPECIAL PROGRAMS

		PERCENT OF STUDENTS DEMONSTRATING MASTERY											
	NO. OF STUDENTS TESTED	1 Multiply/Divide Whole Numbers	2 Solve Problems: +, −, x, ÷	3 Use Fractions/Mixed Nos. to +, −, x	4 Use Decimals to +, −, x, ÷	5 Solve Personal Finance Problems	6 Solve Problems Using Money	7 Add/Subtract Whole Numbers	8 Use Measurement Units	9 Use Ratio/Proportion/Percent	10 Read Maps	11 Read, Interpret Charts/Graphs	PERCENT MASTERING SUBTEST
Eligibility for Free or Reduced Price Meals													
Eligible	49,547	89	74	41	44	63	26	67	54	32	62	78	51
Not Eligible	166,040	94	85	66	64	78	49	81	75	56	80	90	76
Special Education Programs													
Participants	4,462	66	44	19	23	37	16	34	30	16	42	50	25
Non-Participants	211,125	93	83	61	61	76	44	78	71	51	77	88	71
Bilingual Programs													
Participants	9,534	87	72	39	41	62	25	64	52	30	61	73	48
Non-Participants	206,253	93	83	61	61	75	45	78	71	51	77	88	71
Title I Programs													
Participants in Regular	8,014	89	75	45	48	64	30	67	57	35	65	79	54
Participants in Migrant	4,449	89	74	40	43	61	25	66	53	30	62	75	48
Participants in Both	598	90	74	36	32	60	21	67	52	23	58	74	46
Non-Participants	202,526	93	83	62	61	76	45	78	71	51	77	88	71
Gifted and Talented Programs													
Participants	487	98	96	92	91	91	79	94	96	84	94	98	95
Non-Participants	215,100	93	82	60	60	75	44	77	70	50	76	87	70
Non-English Speaking Students	1,350	58	47	21	25	43	14	40	33	19	33	41	27

GRADE 9: WRITING
PERCENTAGES OF STUDENTS MASTERING OBJECTIVES ACCORDING TO PARTICIPATION IN SPECIAL PROGRAMS

		PERCENT OF STUDENTS DEMONSTRATING MASTERY						WRITING SAMPLE: Percent of Students Performing at Each Level							PERCENT MASTERING SUBTEST
		1	2	3	4	5	6	Handwriting				Organization of Ideas and Approp. Response-Purpose/Audience			
												RAW SCORE			
	NO. OF STUDENTS TESTED	Spelling	Punctuation	Capitalization	Correct English Usage	Sentence Structure	Commonly Used Forms	Acceptable	Hard to Read	Illegible	Not Ratable	4 or 3	2	1 or 0	
Eligibility for Free or Reduced Price Meals															
Eligible	49,198	78	52	81	43	70	67	81	14	0	1	1	42	57	40
Not Eligible	165,460	86	71	91	71	86	86	87	11	0	5	2	63	34	64
Special Education Programs															
Participants	4,040	40	20	39	19	30	29	69	9	1	22	28	36	36	18
Non-Participants	210,618	85	67	89	65	82	82	95	4	0	1	66	29	6	59
Bilingual Programs															
Participants	9,331	72	46	77	37	63	59	76	12	0	11	1	35	64	33
Non-Participants	205,327	85	68	89	66	83	83	86	12	0	2	2	59	39	60
Title I Programs															
Participants in Regular	7,979	78	53	81	46	72	67	81	15	0	4	1	44	55	42
Participants in Migrant	4,439	74	47	78	36	68	59	78	16	0	6	1	38	62	35
Participants in Both	595	74	52	76	32	64	57	77	17	0	5	0	35	65	32
Non-Participants	201,645	85	68	39	66	83	83	86	12	0	2	2	49	38	60
Gifted and Talented Programs															
Participants	486	96	91	98	93	96	97	93	6	0	0	14	76	10	90
Non-Participants	214,172	84	67	89	64	82	82	86	12	0	2	2	58	40	59
Non-English Speaking Students	1,350	40	21	42	17	27	28	39	7	0	53	0	12	88	11

GRADE 9: READING
PERCENTAGES OF STUDENTS MASTERING OBJECTIVES ACCORDING TO PARTICIPATION IN SPECIAL PROGRAMS

		PERCENT OF STUDENTS DEMONSTRATING MASTERY											
	NO. OF STUDENTS TESTED	1 Identify Main Idea	2 Sequence Events	3 Perceive Cause-Effect	4 Evaluate Information	5 Distinguish Fact, Non-Fact	6 Draw Conclusions	7 Make Generalizations	8 Follow Written Directions	9 Use Parts of Book	10 Use Reference Skills	11 Use Maps, Charts	PERCENT MASTERING SUBTEST
Eligibility for Free or Reduced Price Meals													
Eligible	49,309	56	56	56	61	35	44	39	86	44	73	57	46
Not Eligible	165,663	78	77	78	83	65	72	64	94	63	89	80	77
Special Education Program													
Participants	4,078	23	22	24	29	15	18	17	49	18	40	26	23
Non-Participants	210,894	74	73	73	79	59	66	59	93	59	85	75	71
Bilingual Programs													
Participants	9,353	49	48	48	53	29	35	32	81	38	67	51	37
Non-Participants	205,619	74	73	74	79	60	66	60	93	59	86	76	71
Title I Programs													
Participants in Regular	7,993	57	57	58	63	39	46	42	86	45	75	59	48
Participants in Migrant	4,426	51	49	51	56	28	36	33	84	37	68	51	37
Participants in Both	600	48	52	50	54	22	34	30	81	33	63	46	34
Non-Participants	201,953	74	73	74	79	60	67	60	93	59	86	76	72
Gifted and Talented Programs													
Participants	485	95	95	95	96	91	92	81	99	85	97	94	97
Non-Participants	214,487	73	72	73	78	58	65	58	92	57	85	74	70
Non-English Speaking Students	1,350	22	20	20	23	15	16	13	47	20	32	27	15

COMPLIANCE STATEMENT

TITLE VI, CIVIL RIGHTS ACT OF 1964; THE MODIFIED COURT ORDER, CIVIL ACTION 5281, FEDERAL DISTRICT COURT, EASTERN DISTRICT OF TEXAS, TYLER DIVISION

Reviews of local education agencies pertaining to compliance with Title VI Civil Rights Act of 1964 and with specific requirements of the Modified Court Order, Civil Action No. 5281, Federal District Court, Eastern District of Texas, Tyler Division are conducted periodically by staff representatives of the Texas Education Agency. These reviews cover at least the following policies and practices:

(1) acceptance policies on student transfers from other school districts;
(2) operation of school bus routes or runs on a nonsegregated basis;
(3) nondiscrimination in extracurricular activities and the use of school facilities;
(4) nondiscriminatory practices in the hiring, assigning, promoting, paying, demoting, reassigning, or dismissing of faculty and staff members who work with children;
(5) enrollment and assignment of students without discrimination on the basis of race, color, or national origin;
(6) nondiscriminatory practices relating to the use of a student's first language; and
(7) evidence of published procedures for hearing complaints and grievances.

In addition to conducting reviews, the Texas Education Agency staff representatives check complaints of discrimination made by a citizen or citizens residing in a school district where it is alleged discriminatory practices have occurred or are occurring.

Where a violation of Title VI of the Civil Rights Act is found, the findings are reported to the Office for Civil Rights, Department of Health, Education and Welfare.

If there is a direct violation of the Court Order in Civil Action No. 5281 that cannot be cleared through negotiation, the sanctions required by the Court Order are applied.

TITLE VII, CIVIL RIGHTS ACT OF 1964; EXECUTIVE ORDERS 11246 AND 11375; TITLE IX, 1973 EDUCATION AMENDMENTS; REHABILITATION ACT OF 1973 AS AMENDED; 1974 AMENDMENTS TO THE WAGE-HOUR LAW EXPANDING THE AGE DISCRIMINATION IN EMPLOYMENT ACT OF 1967; AND VIETNAM ERA VETERANS READJUSTMENT ASSISTANCE ACT OF 1972 AS AMENDED IN 1974.

It is the policy of the Texas Education Agency to comply fully with the nondiscrimination provisions of all federal and state laws and regulations by assuring that no person shall be excluded from consideration for recruitment, selection, appointment, training, promotion, retention, or any other personnel action, or be denied any benefits or participation in any programs or activities which it operates on the grounds of race, religion, color, national origin, sex, handicap, age, or veteran status (except where age, sex, or handicap constitute a bona fide occupational qualification necessary to proper and efficient administration). The Texas Education Agency makes positive efforts to employ and advance in employment all protected groups.